



# **Huxley C.E. & Utkinton St. Paul's C.E. Primary School**

"Developing confident children through creativity and choice within a Christian community"

## **Phonics Policy**

"Enabling every child to fulfil his/her potential in a nurturing Christian environment"

### **Introduction**

At Huxley C.E. Primary and Utkinton St. Paul's C.E. Primary Schools, we aim for all children to be fluent readers by the end of Key Stage 1 and to be equipped with a range of strategies to support their independent reading and spelling. We are also aiming to promote independence and a life-long love of reading and writing. A consistent and progressive approach to the teaching of phonics from entry to EYFS to the end of Year 2 which, in turn, develops into a systematic approach towards the teaching of spelling in Key Stage 2, helps in working towards these aims.

### **What is phonics?**

Phonics is the knowledge of how the alphabetic sounds work and how these sounds are combined to correspond to the spoken word. Phonemes are sounds which are made by blending letters to correspond to the spoken word and graphemes are the written equivalent of phonemes.

### **Aims**

- Ensure that all children in EYFS and KS1 have access to 25 minutes of high quality phonics teaching each day;
- Provide interactive and multi-sensory activities which will help children to learn to read and write all 44 graphemes in the English language;
- Provide opportunities to teach, practise and apply skills of segmenting and blending sounds effectively – using real words and pseudo words;
- Encourage children to apply their phonic knowledge as their first approach towards reading and spelling with the goal of developing automaticity and fluency in reading and writing;
- Teach children the high frequency words which do not conform to regular phonic patterns (tricky words) and develop automatic recognition of these for reading and writing;
- Teach words in contexts which are meaningful to children;
- Ensure that children have access to high quality texts which will develop their phonic knowledge as early as possible;
- Encourage children to attempt to read and spell words for themselves, within the range of their phonic knowledge, by developing their knowledge, confidence and providing them with a bank of strategies and resources that they can use to support independence;
- Encourage children to apply their phonic knowledge across all curriculum areas.

### **Planning and Delivery of Phonics**

Phonics is taught discretely for 25-30 minutes each day in addition to English lesson and reading sessions. Cursive handwriting must be taught from entry to EYFS and as an integral part of daily phonics sessions.

Children are taught in ability groups and these groupings are reviewed regularly so that children are accessing the most appropriate phonics teaching.

The teaching of phonics is based upon the DfE's 'Letters and Sounds' guidance and follows the six phase format outlined, with EYFS expected to be secure to at least Phase 3, Year 1 secure in Phase 5 and Year 2 secure in Phase 6 so that they are working from the No Nonsense Spelling programme.

When planning for Phases 1-3, practitioners will follow the specific order outlined in 'Letters and Sounds' as set out in the school's planning guidance. For Phase 5, the new graphemes and split vowel digraphs should be taught before moving on to alternative pronunciations and graphemes. Phase 6 should be taught alongside the No Nonsense Spelling programme from the beginning of Year 2 and should start with coverage of the rarer phoneme-grapheme correspondences before moving on to learning about tenses and spelling rules.

Throughout the teaching of each phase, high frequency and tricky words should be taught in memorable ways such as through the use of mnemonics and word association.

Staff are encouraged to use the school format for weekly planning to ensure all practitioners are using the four stage structure for each lesson:

1. **Revisit and Review** - 5 minutes to recap sounds previously taught and cover HF words;
2. **Teach** – approximately 5-7 minutes to teach the new content in an interactive and kinaesthetic way;
3. **Practise** – approximately 5-7 minutes where children take part in activities to practise what has been taught;
4. **Apply** – 5 minutes for children to apply their new learning to the reading and/or writing of sentences.

Practitioners must ensure that they use Standard English in teaching phonics, that their modelling of sounds is kept 'pure' (i.e. 'b' not 'buh') and that children are encouraged to do the same as this is central to the teaching of phonics and ability to recognise sounds in words. During teaching, pupils should be able to clearly see the adult's mouth in order to learn the correct pronunciation of sounds.

When teaching blends, children must be taught how many letters make that particular sound e.g. 'st' is made up of s and t. They must also be taught that the number of graphemes in a word always corresponds to the number of phonemes as this will support spelling (this can be done through the use of sound buttons and phoneme frames).

Children are to be taught the correct technical vocabulary throughout their phonics sessions e.g. phoneme, segment, blend, split vowel digraph.

Visuals should be used to support the teaching of new sounds and words and a range of resources, including ICT, should be used to make lessons interactive and multi-sensory in order to meet the needs of all learners. Where possible, resources should be left out in the continuous provision for children to revisit and use in their child-initiated time.

### **Inclusion**

Whilst we aim to make phonics sessions accessible to all learners, we recognise that for some children, e.g. those with Dyslexia or speech and language difficulties, lessons will need tailoring to meet individual needs. Advice on how best to do this will be provided by the SENCO (Victoria Barnard) or sought from professionals.

### **Assessment**

Children are assessed at the beginning and end of Phases 1-4 and at regular opportunities throughout Phases 5 and 6. These informal assessments will be based upon those suggested in 'Letters and Sounds' and the previous Phonics Screener tests, and will be used to inform groupings, adult deployment and help to identify any individuals or groups of children who may require any additional support or intervention.

The statutory Phonics Screener is administered during the Summer Term to all children in Year 1 and any Year 2 children who did not meet expectations the previous year, unless children qualify for any of the criteria to be disapplied from the screener. The results of the screener are used to inform next steps for individuals, are reported to parents on the school's annual reports and to CWAC at the end of the academic year.

### **Monitoring**

Class teachers are required to complete a termly phonics tracking system which maps out which children in each year group are in which phonics phases – this must be sent to the phonics lead (Victoria Barnard) for analysis at the end of each term. Classroom observations and planning scrutinies will be carried out at regular intervals and the findings of these along with the results of any testing or data analysis will be shared with the SLT as appropriate. This will then feed into reports to the governing body.

**This policy was written in April 2014 and last reviewed in September 2018 by staff and governors.**

**Headteacher:** *Gareth Coyne (Acting Headteacher)*

**Governor (Huxley):** *Stephen Ratledge*

**Governor (Utkinton):** *Simon Lewin*

**Date:** *November 2018*

**Review Date:** **Autumn 2019.**