



Phonics Policy

Rationale

'Being able to read is the most important skill children will learn during their early schooling and has far reaching implications for lifelong confidence and well-being.' Jim Rose 2006

'High quality systematic phonics work should be the prime means for teaching children how to read and spell words.' Jim Rose 2006

Intent

At Highfield Primary School phonics is taught so that it is accessible to all. Phonics is a key skill that supports the development of early reading and writing skills. We combine quality phonic instruction with exposure to a range of texts / genres and the promotion of reading for pleasure to provide our pupils with the skills they need to have a successful start as a reader and as a writer.

Using the 'OUP- Floppy's Phonics' programme we intend our pupils to be able to:

- Recognise, say and write all phonemes within each phase of Floppy's Phonics
- Use their phonic knowledge to blend and segment phonetically decodable words
- Use their phonic knowledge to attempt to read and write more complex words
- Read easily, fluently and with good understanding of age and ability appropriate texts
- Write clearly, accurately and coherently, using their phonic knowledge appropriately.

Implementation

We will deliver this by:

- A progressive scheme of work where the teaching begins in Reception and continues through to Year 2, and Key Stage 2 where appropriate.
- Phonic sessions taught explicitly and daily in the FS and KS1 and where appropriate in KS2.
- Phonic sessions which are cohesive and consistent, where daily sessions follow the same structure: Revisit / review > Teach > Practise > Apply
- Whole class / group teaching, meeting the needs of all children including those with special educational needs.
- A rigorous assessment system that informs teaching, including the Phonic check in Year 1
- Fully decodable reading books to match each stage of children's learning
- Regular reading opportunities and story times for all children in Reception and Key stage 1
- Regular reading and writing opportunities across the curriculum to apply the skills taught Impact

Through implementing the above:

- Pupils will be confident in their appropriate phonic knowledge
- Pupils will be able to blend and segment words confidently, applying the phonic knowledge they have
- Pupils will pass the Phonics screening check
- Pupils will develop a passion for reading

Approaches to Phonic Teaching

At Highfield Primary, we believe that phonics teaching should be:

- Systematic
- Discrete
- Interactive
- Practical



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- Engaging

Teaching and Curriculum Content

The teaching of Phonics at Highfield Primary School will follow the teaching sequence set out in Floppy's Phonics –OUP, supported primarily by actions from 'Jolly Phonics'.

- Staff complete weekly plans for phonics which ensure progression and effective, high quality teaching
- All staff in Foundation Stage and Year 1 have resources from Floppy's Phonics to use as part of their teaching, including display materials. Other staff have access to the online Floppy's Phonics materials.
- All reading books for Foundation Stage and Key Stage 1 staff are matched to the phonic phase being taught and are systematically progressive in line with the Floppy's Phonics teaching.

In the Foundation Stage and Key Stage 1:

- During the first half term of the Foundation Stage staff will introduce Phase 1 of Floppy's Phonics
- Phases 2, 3 and 4 will be taught throughout the rest of the Foundation Stage.
- Within the Foundation Stage phonics will be taught as a whole class until Phase 2 has been taught. Groups will then be differentiated to reflect each child's need – G&T, SEN, ability etc.
- Phase 5 will generally be taught in Year One, with a solid recap of Phases 3 and 4
- Year 2 will recap Phase 5 and then use English Appendix 1: Spelling (National Curriculum 2014) for their phonic teaching.
- In Years 1 and 2, Phonics is taught as a whole class.
- Intervention groups in Year One / Year Two will be run in addition to the daily phonics session to support children where necessary and so that as many children as possible can access their year group learning objectives and reach age appropriate outcomes.
- Parental involvement in the Foundation Stage is key to a good 'phonetic' start and a 'Phonics Evening' held early in the year introduces parents to the strategies children are taught and ways in which they can support their child at home. Sounds taught / word lists are added to Tapestry weekly in Reception. Teaching will be enhanced by a multi-sensory approach, with staff being aware of different learning styles including visual, auditory and kinaesthetic. Floppy's Phonics also includes teaching tricky high frequency irregular words.

In Key Stage 2:

- Where appropriate phonic intervention continues in KS2. Children need to be taught explicitly about the structure of words (morphology) to guide their spelling, e.g. that 'richness' belongs to a whole group of words ending in '-ness' and this ending is always spelt with a double 's'.
- Word work should be taught explicitly and regularly to all pupils and linked to their spelling tasks. This is not just about phonological work and spelling patterns.
- Teachers should be aware of the value of overlearning, i.e. revisiting and practising words. Little and often is the most effective method.
- Pupils who still need extra support with phonic work should be identified and targeted for intervention strategies if necessary.
- Spelling high and medium frequency words should be revisited regularly throughout the school.
- The list of spellings to be learned should be differentiated within each class.
- Children practise daily following the 'Look, Say, Cover, Write, Check' method
- Word work and spellings will be based on NC word lists for each year group.

Assessment



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It is the class teacher's responsibility to be aware of individual children's needs through formative assessment. Assessment is regarded as an integral part of teaching and learning and is a continuous process. Assessment must be purposeful and help to ensure progress.

- In the Foundation Stage and Key Stage One the assessment of phonics will include checking the children's ability to orally blend and segment words, recognise and write graphemes and read and spell phonetically regular /irregular words, formally at least termly.
- In the FS children will be assessed against the EYFS profile strand for 'Literacy – Word reading and Writing'
- At the end of Year 1 children's phonic ability will be tested through government produced materials with the Phonics screening check
- At the end of each term, all FS and KS1 staff complete a Phonics tracker, which is later passed to the next class teacher, so all staff are aware of where each child is.
- In KS1 and KS2 some assessments may take the form of spelling tests, either in lists or given as a dictation sentence containing the words being taught or through the application of spelling in writing activities.
- Staff will respond to formative assessment findings through planning appropriate work for each group of children. Feedback Children are provided with constructive and timely feedback in lessons. Teachers provide parent with feedback on their child's progress and achievement at parent's evening and through the end of year report. Assessment information is also passed onto the next teacher as part of transition between year groups and phases.

Organisation

The Phonics lead is responsible for Phonics throughout the school. This includes:

- Ensuring continuity and progression from year group to year group
- Providing all members of staff with guidelines and a scheme of work (Floppy's Phonics) to show how aims are achieved and how the variety of all aspects of phonics is to be taught
- Providing training to staff where appropriate □ Assisting with the requisition and maintenance of resources required for the teaching of phonics within the confines of the school budget
- Monitoring the quality of teaching and learning in phonics Class teachers are responsibly for:
- Developing and updating personal phonic knowledge and skills and the understanding of phonics
- Planning effective phonic lessons following the scheme appropriately
- Keeping appropriate records
- Informing pupils and parents of their progress, achievement and attainment

Inclusion

All children have equal access to the curriculum as expressed in our Equal Opportunities Policy. We will ensure that phonics is accessible to pupils by:

- Setting suitable learning objectives
- Responding to the variety of learning styles
- Overcoming potential barriers of individuals and groups. Equal Opportunities/Race Equality We are committed to an environment that promotes equal opportunities for all children, regardless of their race/colour/gender and religion, and any work undertaken reflects this commitment.

Please also see the school's Race Equality and Equal Opportunities policy.

Health and Safety

The school is committed to ensuring that all pupils are safe within the school environment.



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Please refer to the school's policy for Health and Safety.

Roles and Responsibilities The FS / KS1 Literacy coordinator will be responsible for monitoring and evaluating the application of this policy.

Agreed: September 2021 :

Review: September 2022