

Phonics Policy

January 2017

Aims

The use of phonics is one of the many skills needed to be able to be a reader and writer.

We aim to teach high quality phonics to ensure the children have the best start possible in reading and writing. The learning of phonics is the beginning of children's body of knowledge, skills and understanding that are an essential part of learning to read.

We recognise many early reading behaviours in the process of reading including print directionality, one-one correspondence with words etc. But in order to read and understand texts children must learn to recognise/decode the words on the page.

Good quality phonics teaching allows the child to be secure in the skills of word recognition and decoding which allows children to read fluently. This will result in children being able to read for pleasure and will allow them to move onto developing higher order comprehension skills. These phonic skills need to be taught systematically.

Phonics Planning

We use Ruth Miskin Read Write Inc as a basis for our Phonics teaching and incorporate letters and sounds and have a structured whole school approach to the order in which we teach phonemes. This includes a very structured programme in teaching the Year 1 and Year 2 exception words and spellings from the programme of study. We:

- ensure all our staff are trained and empowered to deliver high quality phonics sessions
- follow a planned systematic programme building on previous learning to secure progress
- teach phonics daily for a minimum of 20 minutes focusing on reviewing, reading, writing and applying
- reinforce and apply acquired phonic knowledge and skills as they progress through the stages with a clear programme of learning
- adapt planning to ensure the development and application of phonic skills, following assessment
- operate additional target groups for children who need additional support

Expectations

Foundation 1

Phonics teaching begins as soon as children start in F1 with highly trained staff delivering differentiated phonics sessions to small groups of children. Our youngest F1 children undertake Phase 1 phonics from Letters and sounds and when they are ready move onto more the aspects of oral segmenting and blending. Ruth Miskin phonics is introduced in F1 when children are ready so that as many children as possible enter F2 with some letter sound knowledge, the ability to write some letters and the skill of oral segmenting and blending.

Foundation 2

Ruth Miskin phonics, with elements of letters and sounds, continues throughout the Foundation stage where teachers and teaching assistants teach high quality phonics sessions in differentiated groups, daily. The expectation is that children begin to read and write straight away and secure initial sounds and reading and writing CVC words. The expectation is that children progress onto long

vowel phonemes in F2 whilst not missing out on being able to write 4/5 letter words such as 'stick', 'frog' etc. Children should leave F2 reading and writing simple sentences.

Key Stage 1

Year 1 and 2 will continue to use Read Write Inc and Letters and Sounds resources with the aim that Phase 5 will be completed by the end of Y1 and Phase 6 by the end of the first term in Year 2 so that complete concentration can be placed on the Y2 spelling programme in the National Curriculum. The expectations for each year group will also be taught alongside the phonics programme including the exception words.

Our key to success is our whole school consistent approach.

Letters and Sounds Programme

Letters and Sounds is designed to teach children how the alphabet works for reading and spelling. Systematic, high quality phonics teaching is essential for children to achieve the Read Write Inc skills of reading. Letters and Sounds is designed as a time limited programme of phonics. It works on securing fluent word recognition skills for reading by the end of Key Stage One and as an intervention in Key Stage Two.

Pinewood implements the programme whereby the structured phases are followed and linked to Curriculum expectations. The Letters and Sounds phases are designed so that no child is held back or pressured to move on before they are ready or confident to do so. Therefore, EYFS and KS 1 are taught at the correct level. We will continuously practise and revisit all sounds from the beginning of phase 3 onwards to ensure consolidation. The children are encouraged and given opportunities to use their phonic knowledge in their independent writing across all subjects. We also recognise that the teaching of phonics does not work for all children and incorporate different reading and spelling strategies into our teaching.

Assessment

Assessments are on-going and are updated half termly on each child's phonic tracking sheet.

Children will be tested using;

- Phase spelling tests
- Phase sentences/phase dictation tests
- Year 1 Phonics Screening
- Reading of blends and tricky words
- Observation
- Assess all children to find gaps in the understanding

What do we do if we a child is not progressing

We would do some or all of the following (in the most appropriate order for the child)

- Provide appropriate support which may include 1:1 interventions, groups or class support
- Contact parents and offer suggestions for support and other strategies at home
- Provide additional intervention in the form of a 'Ten Minute Read' programme which is a balance of teaching reading and phonics skills and applying these skills to writing.