



*'Learning from Each Other' -
'Achieving Together'*

Phonics Policy

Date of Policy: **Autumn 2018**

Person(s) Responsible for Policy: **Head**

Committee Responsible: **C&S**

Term of Review: **Autumn 2019**

What is phonics?

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

Aims

- To present high quality, systematic phonic work.
- To enable children to learn phonic knowledge and skills with the expectation that they will become fluent readers, having secured word building and recognition skills, by the end of Key Stage One.
- To ensure that the children apply phonic knowledge as their first approach to reading and spelling, even though all words do not conform to regular phonic patterns.
- To ensure that children have opportunities to read texts and words that are within their phonic capabilities as early as possible, even though all words may not be entirely de-codable by the children unaided.
- To encourage the children to attempt to spell words for themselves, within the range of their phonic knowledge, by building the confidence and strategies to attempt the unfamiliar.
- To help the children to apply the skill of blending phonemes in order to read words.
- To help the children to segment words into their constituent phonemes in order to spell words.
- To learn that blending and segmenting words are reversible processes.
- To teach the children that phonemes should be blended from left to right through the complete word, in order for it to be read.
- Within the teaching of phonics, ensure that children are also taught an increasing amount of 'Tricky Words' which need to be learned by sight.

Delivery of Phonics

- The teaching of phonics at Swindon Village Primary School is based on the Letters and Sounds (EYFS – Y1) and Read, Write Inc. schemes (Year 2-6).
- Phonics sessions should be engaging, have a good pace and be interactive.
- Initial sounds are to be taught in a specific order.
- Sounds taught should be 'pure' i.e. 'b', not 'buh' as this is central to phonic teaching and the ability to recognise sounds in words.
- Within phonics sessions, children are taught to use and understand the correct and appropriate terminology (phoneme, grapheme, digraph, trigraph, segment, blend)
- Children are to be taught that the number of graphemes in a word always corresponds to the number of phonemes. This greatly aids spelling.
- Children are taught that some graphemes are made up of up to three letters.
- Children should be recording their ideas on both whiteboards (FS) and in books (end of FS through to Year Two)

Organisation

- On entry to school, children are assessed on their phonic knowledge.
- Phonic work is incorporated into daily lessons as well as a dedicated phonics lesson.

- Phonic sessions should take place at least four times a week, lasting between 20 minutes to half an hour.
- Children should be taught in whole class and smaller ability groups to best aid understanding and progress.

Early Years

- EYFS teaches phonics as described above and the transition to KS1 phonics follows the progression outlined in Letter and Sounds.
- Each Letters and Sounds lesson has all the required resources for their group.
- Letter and Sounds is compatible with the present reading schemes and free readers used in school.

ICT

- Children are shown how information technology can be used to enhance their phonic learning and are given opportunities to explore these possibilities during the day, where appropriate.

Assessment

- Built into 'Letter and Sounds' and 'Read, Write Inc.' is a detailed assessment programme. This is used to assess the progress of each individual child on a regular basis.
- As a result of assessments, children are enabled to progress at their own pace and according to their own needs.

Inclusion

- It is our aim to give every child the opportunity to experience success in learning and to be the best that they can be. We appreciate that some pupils will have specific learning and assessment requirements.
- Teaching strategies are planned to make lessons and the learning environment more conducive for children with specific learning differences.
- For some lessons, extra adult support is provided in the lower ability groups. SEND pupils have My Plans(+) or ECH Plans which include specific targets to be addressed.

Equal Opportunities

- All children have an entitlement to access reading and spelling strategies at an appropriate level and are helped to do this.

MONITORING AND EVALUATION

- ✓ This Policy will be monitored through further consultation with staff, parents and children.
- ✓ Children's books will be monitored by the Leadership Team and KATs with written and verbal feedback given to individual members of staff and the staff in general.
- ✓ KATs will monitor subject specific marking as part of their monitoring role.

This Policy was adopted formally in Autumn 2017 and will be reviewed annually in line with the Governors' Timetable for Policy Review.

Signed..... (Head Teacher)

Signed..... (Chair of Curriculum & Standards)

Date