



Phonics Policy

School details

Governor Lead:

Mrs Carol Wignall (Chair of Governors)

Nominated Lead Member of Staff:

Mrs Karen Anderson (Phonics Co-ordinator)

Support member of Staff:

Mrs Michelle Jones (Subject Lead)

Status & Review Cycle:

Statutory Annual Review

Signature of Chair of Governors:

(Mrs Carol Wignall)

Signature of Headteacher:

(Mrs Wendy Kendall)

1.0 AIMS

- To establish consistent practice, progression and continuity in the teaching and learning of phonics and spelling throughout the school.
- To differentiate phonics and spelling work according to the needs of pupils, so that all pupils are given sufficient challenge at a level at which they can experience success.
- To give children word work strategies that will enable them to become fluent readers and confident writers.

2.0 GUIDELINES

Beginner readers should be taught:

- Grapheme-phoneme correspondences in a clearly defined, incremental sequence.
- To apply the highly important skill of blending (synthesising) phonemes in the order in which they occur, all through a word to read it.
- To apply the skills of segmenting words into their constituent phonemes to spell.
- That blending and segmenting are reversible processes.

High-quality phonic work will be most effective when:

- It is part of a broad and rich curriculum that engages children in a range of activities and experiences to develop their speaking and listening skills and phonological awareness.
- It is multi-sensory, encompassing simultaneous visual, auditory and kinaesthetic activities to enliven core learning.
- It is systematic, that is to say, it follows a carefully planned programme (Phonics Play) with fidelity, reinforcing and building on previous learning to secure children's progress.
- It is taught discretely and daily at a brisk pace.
- There are opportunities to reinforce and apply acquired phonic knowledge and skills across the curriculum and in such activities as shared reading.
- Children's progress in developing and applying their phonic knowledge is carefully assessed and monitored.

3.0 TEACHING AND CURRICULUM CONTENT

At Ellenborough and Ewanrigg Infant School we follow the Letters and Sounds principles and practice of high quality of phonics (Primary National Strategy 2007) supported by Phonics Play and any other additional resources the class teacher sees fit to cater for specific children's needs. Phonics is taught in daily sessions across all year groups with additional adults providing intervention groups where necessary. Children are grouped according to their ability across the school.

4.0 EXPECTATION

By the end of the Foundation stage:

- 95% of children will have achieved Phase 4

By the end of Year 1:

- 95% of children will have achieved Phase 5

By the end of Year 2:

- 95% of children will have achieved Phase 6

5.0 ASSESSMENT

Formative assessments in phonics should be carried out on an on-going basis using the phonics assessment sheets (provided by Phonics Play). These assessments are used to inform planning and pupil tracking sheets. Phonics pupil tracking sheets need to be completed each half term as set out in the assessment policy.

At the end of Year 1 there is a statutory assessment which takes place in June of each year. Children who do not meet the required standard will be retested in Year 2.

6.0 ROLES AND RESPONSIBILITIES

It will be the responsibility of the phase leader to:

- Plan, teach, assess and monitor pupil progress in phonics.

It will be the responsibility of the class teacher to:

- Collect in pupil tracking on a half termly basis and give feedback where necessary.
- Support teaching assistants with assessments.

It will be the responsibility of the phonics subject leader to:

- Provide support in the planning and teaching of phonics.
- Carry out observations and give feedback.
- Monitor phonics planning files on a regular basis.
- Carry out Year 1 phonics screening check and ensure data is submitted on time.

7.0 EQUAL OPPORTUNITIES

This policy applies to all children regardless of their gender, colour, ethnicity, ability or disability, religion or nationality.