



The Federation of North and South
Cowton Community Primary School and
Melsonby Methodist Primary School



Phonics Policy

Document Status			
Date of Next Review		Responsibility	<i>Governing Body</i>
Success Criteria for review completion		Responsibility	<i>(Chair)</i>
Date of Policy Creation	Adapted school written model	Responsibility	<i>Stuart Priestley Chair of governors</i>
Date of Policy Adoption by Governing Body		Signed	
Method of Communication DB and hard copy policy folder			

AIMS

- To establish the consistent practice and shared commitment to the planning and teaching of high quality 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 strategies that will enable them to become fluent readers and confident writers.
- To develop effective monitoring and assessment systems that ensures progression and early identification of difficulties resulting in appropriate intervention.

PRINCIPLES OF HIGH QUALITY PHONICS WORK

The New Curriculum 2014 and previous research undertaken such as the Rose Report makes it clear that 'high-quality phonic work' should be taught systematically and discretely as the prime approach used in the teaching of early reading.

Beginner readers should be taught:

- grapheme–phoneme (letter – sound) correspondences in a clearly defined, incremental sequence
- to apply the highly important skill of blending phonemes in the order in which they occur, in 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
- To read and spell tricky and high frequency words that are not phonetically regular.

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, following one carefully planned programme that reinforces and builds on previous learning to secure children's progress
- It is taught discretely and daily at a brisk pace
- There are opportunities to embed and apply acquired phonic knowledge and skills across the curriculum and in such activities such as shared and guided reading
- Children's progress in developing and applying their phonic knowledge is carefully and regularly monitored and assessed to ensure progress through each phase is made swiftly but thoroughly.

TEACHING

In Foundation Stage and Key Stage 1: The foundation for planning and teaching phonics comes from the government document, Letters and Sounds. High quality phonics sessions will be taught daily in Reception and Key Stage 1 classes, enhanced by a multi-sensory teaching approach to ensure it caters for all learning styles. The programme of phonics includes the teaching of common exception words, high frequency words and irregular words to ensure an understanding of words which are not decodable and can be learnt by sight. These are taught in the first few weeks of the programme to encourage early fluency and allow children to be independent in their reading.

In Key Stage 2: As the children transition into Key Stage two, discussions with previous teacher and on entry assessments are used to determine the stage that each child is working at. Children who are identified as not being secure within a particular phase will receive appropriate intervention of phonics sessions to strengthen and embed their understanding. Throughout Key Stage two there will be a continuation of using and applying spelling patterns, identifying common structures of words e.g. adding suffixes and the irregular choices. This learning will be reinforced through a targeted weekly spelling programme which includes common tricky words and mistakes derived from current work.

DELIVERY AND EXPECTATIONS

- Key Stage One Children will take part in a planned, discrete daily phonics lesson of 20 minutes. Children will be grouped according to their stage of learning and this will be matched to that phase of Letters and Sounds to identify their relevant group.
- Provision is designed to encourage and allow children to independently apply their phonic skills throughout all areas of the curriculum.
- KS2 children will have opportunities throughout the week in whole class teaching sessions to practise and apply their developing phonic knowledge; this may also be reinforced through their personal targets and interventions if required.

The teaching expectations and desired progression are outlined below:

(This is the expectation for most children. Children who need further reinforcement must be provided for.)

Reception: -

- *End of Autumn term - Phase 2 completed*
- *End of Spring term - Phase 3 completed*
- *End of Reception – children are secure to the end of Phase 3 and have begun phase 4*

Year 1: -

- *End of Autumn Term - Phase 4 completed*
- *End of Spring Term - Phase 5 being taught*
- *End of Year 1 - secure on Phase 5*

Year 2: -

- *Throughout the year - Revisit elements of Phase 5 with a focus on spelling and teach Phase 6.*
- *End of Year 2 – Pupils secure to Phase 6*

ASSESSMENT

- Pupils will be regularly and rigorously assessed both formatively and summatively to ensure a swift and secure progression through the phases.

In R/KS1:

- Regular formative assessments will take place and individual pupils not making the desired progress are identified and given intervention as appropriate to their needs.
- Pupils will be summatively assessed at the end of each half term/phase.
- Pupil progress in phonics will be recorded and monitored to track progress across each cohort.
- Assessments of spelling skills are carried out weekly in differentiated groups and these results are recorded.
- Pupils receiving intervention will be monitored closely by staff and the SENCO informed of progress.

RESOURCES

- Letters and sounds document
- Additional resources including activities, games and online tools taken from Letters and Sounds.
- Big Cat Reading Scheme - This is matched with letters and sounds and has a clear progression through each phase. Books are fully decodable and common exception words have already been taught to allow children to read independently and develop fluency from the onset.

*(References: Letters and Sounds Guidance, Big Cat reading scheme)
government guidance – teaching reading through phonics)*