



Phonics Policy

This policy outlines the teaching, organisation, management and teaching of phonics at Heaton Park Primary and Nursery School.

Rational

In 2006 Sir Jim Rose completed his independent review of the teaching of early reading. 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

High-quality phonic teaching secures the crucial skills of word recognition that, once mastered, enable children to read fluently and automatically. Children need to acquire secure and automatic decoding skills and progress from 'learning to read' to 'reading to learn' for purpose and pleasure.

Our aims

- To present high quality, systematic phonic work.
- To enable children to start learning 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, with the ultimate goal being automatic and effortless reading and writing.
- To ensure that the children are taught high frequency words that do not conform to regular phonic patterns. (Also known as 'tricky words' or 'common exception words').
- 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 decodable by the children.
- To encourage the children to attempt to spell words for themselves, within the range of their phonic knowledge.
- To teach the children that phonemes should be blended from left to right through the complete word, in order for it to be read.

Guidelines

High quality phonics is most effective when:

- It is part of 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 systematic and follows a carefully planned programme which reinforces and builds on previous learning to secure children's progress.

- Is taught discretely and daily at a brisk pace.
- There are opportunities to reinforce and apply acquired phonic knowledge and skills across the curriculum.

Teaching and Learning

- We follow the Letters and Sounds principles and practice of high quality phonics.
- The six phases of the Letters and Sounds document provides a structure for the teachers to follow and plan children's progression.
- Sounds taught should be 'pure' ie. 'b', not 'buh' as this is central to phonic teaching and ability to recognise sounds in words.
- Blends are to be de-clustered. eg 'bl' in blue is two specific sounds b l.
- The alphabet song and visual actions linked to phonemes will be used until they have a solid understanding of them.

Nursery:

Children to access differentiated phase one teaching through short guided groups daily and the learning environment provision. All key persons to segment and blend words regularly and to have a secure knowledge of the Letters and Sounds programme through CPD.

When appropriate, the practitioners will then introduce Phase 2.

The phonic sessions will last 20 minutes and there are also enhanced phonic activities within the indoor and outdoor environment available for the children to explore independently throughout the day.

Reception:

Staff will introduce and complete Phase 2 and Phase 3. Depending upon the nature of each cohort staff will aim to introduce Phase 4 in the final half of the summer term.

Children will be taught letter names and vowels when they are working within Phonic Phase 3.

The phonic sessions will last 20 minutes and there are also enhanced phonic activities within the indoor and outdoor environment available for the children to explore independently throughout the day.

Key Stage 1:

Year 1:

Staff will revise Phase 4 and aim to complete Phase 5 by the end of the year. Depending upon the nature of the cohort staff will begin to teach Phase 6 if the children have achieved Phase 5.

The phonic sessions will last 20 minutes and there are also enhanced phonic activities within the indoor provision available for the children to explore independently throughout the day.

Year 2:

Staff will revise Phase 5 if needed and aim to complete Phase 6 by the end of the year.

It is important that the five phases are embedded and the children have a sound understanding of the key knowledge and skills before the final sixth phase is introduced.

Phonics lessons will last 20 minutes.

Key Stage Two

Further interventions to run for children who have not completed the Letters and Sounds document.

Phonics across the curriculum

Teachers continue to build on the children's reading skills further by modelling good reading and continuing to teach the remaining phases from Letters and Sounds. As part of our Literacy provision guided reading sessions enable teachers to target ability groups for reading and teach specific skills. Children are introduced to a range of text types including; poems, rhymes, non-fiction texts, picture books. Children are taught how to read for meaning and answer questions about texts looking at characterisation and plot.

Children are encouraged to use their phonic skills across all curriculum subjects. All teachers and teaching assistants model the correct articulation of the phonemes and children are given opportunities to articulate individual phonemes.

Assessment:

The teacher will pass on the tracking grid to the next teacher for the following academic year. Letters and sounds trackers will be kept up to date by the class teachers. All phonics assessments should be carried out by staff. Phonic assessments should be passed on during transition to a new class/ school in order to ensure continuity of progression.

Year One Screening Test.

All children in Year One will be screened using the National Assessment materials in the summer term at end of June. If the children in Year One fail the screening they will be retested when they are in Year Two. This data will be submitted to the local Authority.

Resources

We have purchased a large amount of phonics resources which have been shared out between all classes in Key Stage One. We have sets of phonic reading books, from Phase 1-6 in the library for guided reading and take home.

Classroom Environment

In Foundation stage and Key stage one the classroom environment should have age appropriate displays concentrating on both sounds, 'tricky' and key words.

All infant classes should provide opportunities to develop phonics skills through interactive areas or inviting reading areas.

Reading friends:

Children in younger year groups are given the opportunity to read with older children. This opportunity not only helps to develop the child's fluency and understanding of a text, but also allows them to build on their interpersonal and social skills.

Date: January 2015

Review date: January 2016