

Halton Lodge Primary School



Phonics Policy

Date of last review: September 2019

**Policy approved and ratified by Governors:
23rd October 2020 (FGB Meeting – Curriculum & Standards Focus)**

Date of next review: Autumn Term 2022

Rationale

At Halton Lodge Primary School, we strive to ensure that all children become successful, fluent readers by the end of Key Stage One; and believe this is best achieved through a combination of strong, high quality, discrete phonics teaching (combined with a whole school language approach that promotes a 'Reading for Pleasure' culture).

The Rose Report (2006) emphasised high quality phonics as an important part of the word decoding skills required by children to develop higher level, whole language and comprehension skills. This approach is in alignment with our belief that we first 'learn to read' and then we 'read to learn'.

This policy is aimed at securing and reinforcing a consistent, high quality approach to the teaching of phonics across the Early Years Foundation Stage (EYFS,) Key Stage One and on into Key Stage Two for children who still need this further support.

Aims

- To teach children aural discrimination, phonemic awareness and rhyme to aid reading, writing and spelling development.
- To encourage the use of segmenting and blending so that decoding skills provide a sound foundation for reading, writing and spelling.
- To ensure the teaching of phonics is lively, interactive and investigative.
- To enable children to use phonic awareness across the curriculum.
- To ensure that children know the 44 phonemes within the English language.
- To teach children to recognise the graphemes within words, and associate them with the appropriate phoneme, when reading.
- To provide children with strategies to identify and decode 'tricky words'.

Objectives

- To provide consistent, high quality phonics teaching that ensures all children have a strong foundation upon which to tackle the complex processes of reading and writing.
- To ensure that the teaching of synthetic phonics is systematic and progressive throughout the foundation stage, key stage one and key stage two for those children needing interventions to support phonetic knowledge and understanding.
- To ensure that children have sound phonetic knowledge, understanding and skills so that they can decode words confidently and engage with higher order reading and writing skills.

Curriculum, Teaching and Learning Guidance

At Halton Lodge Primary School, we follow the Letters and Sounds document's principles and practice across the EYFS and Key Stage One. *In Key Stage Two, interventions are based around the use of Letters and Sounds, Support for Spelling and Rapid Readers.*

Planning: Planning for phonics is done separately from literacy (see Appendix 1) - but with the understanding that good phonics teaching should link to the literacy needs of the children within literacy lessons and across the curriculum.

Each Phonics lesson should include the following sections:

- **Revise/Review** – Overlearn the previous graphemes and words
- **Teach** – Introduce a new grapheme / words
- **Practise** – Develop GPCs (grapheme phoneme correspondences) /read and spell new words
- **Apply** – Use the new graphemes / words in games and activities to secure knowledge

Assessment: Teachers use assessment, first and foremost, to inform effective provision for all children - using this to plan and deliver effectively differentiated lessons that engage and challenge all children within the lesson.

In the EYFS and KS1, we assess pupil progress on our Phonics Assessment Sheets (see Appendix 2) for each phase - and plot the children on a Phonics Tracking Grid (see Appendix 3) each term.

As the Phonics Screening Check approaches, Year 1 pupils will also be given practise ‘checks’ to help identify specific skills that may not yet be secure or any gaps in their learning.

Organisation:

Children in Reception will be taught a discrete phonics session daily for a fifteen minute period as a whole class. This is followed by fifteen minutes of handwriting, linked to the Phonics lesson. *Phonics skills are also embedded in writing and reading tasks in Literacy session; and groups will be differentiated to ensure that all children are reaching their full potential within a challenging and supportive environment.*

The driving ethos should be for all children to complete Phase 4 by the end of Reception and have a sound understanding of these, in order to start Phase 5 by the start of Autumn Term in Year 1.

Children are introduced to the “tricky words” and aim to read and write the high frequency words for Phases 2 to 4 before they enter Year 1. Children identified as not making the expected progress will be identified early and will receive additional phonics interventions at least 3 times per week.

Children in Year 1 have access to high quality daily phonics sessions for twenty-five minutes each day. Groups will be differentiated to ensure all children reach their full potential. Teachers work with groups, on a rotational basis, to ensure high quality provision for all children.

The underlying aim of Year 1 should be to ensure all children have completed Phases 4 and 5 and be ready to begin Phase 6 upon entry into Year 2.

The children should have plenty of practise in recognising ‘Alien’ (or pseudo) words, in readiness for the Phonic Screening Check; and to give them the confidence to read any word.

Children should also aim to read and write all the common exception words for Year 1.

Children in Year 2 will have access to high quality daily phonics lessons for twenty-five minutes. Provision should be differentiated to ensure all children reach their full potential. Teachers work with all groups, on a rotational basis, to ensure all children have access to high quality phonics teaching.

The underlying aim in Year 2 is to ensure that all children have successfully completed Phase 6 while revisiting earlier phases to reinforce previous learning and to also re-experience ‘tricky words’.

Children in Year 3 who have not reached a sufficiently proficient level in GPC awareness and application should be given access to a daily phonics session throughout the Autumn term (12 weeks). Children who, by the end of the Autumn term, have still not reached a sufficiently skilled level of phonetic awareness will have intervention programmes arranged to provide for this need. *Children in Key Stage 2 who have not attained a sufficient skill level in GPC awareness and application will have provision in small intervention groups in regards to phonics and/or spelling – and consideration should also be given as to whether these children would be best supported through a Support Plan (see SEND Policy).*

Classroom Environment: In each class, is an age appropriate Phonics display, concentrating on both sounds and key words. Sound and tricky word mats, along with phoneme frames are readily accessible.

Home-School Links: Parental involvement is key in the acquisition of Phonics. A Phonics Workshop for Reception parents is held in the Autumn term and there are two Phonics Workshops for Year 1 and Year 2 parents during the year. Phonically decodable reading books are sent home for parents to support their child's phonics/reading.

Monitoring and Review of this Policy:

This policy was drawn up by the Phonics Subject Leader, Mrs Anne-Marie Harvey through the consensus of opinion of all teaching staff as a result of extensive discussion. It was completed in September 2019.

Its implementation is seen as the responsibility of all staff. Its use and effectiveness will be supported and monitored by the Phonics Subject Leader, on behalf of the Head Teacher and Governors.

Appendix 3 - Weekly Phonics Planning Template

Weekly Phonics Planning

Phase	Menu of activities	Monday	Tuesday	Wednesday	Thursday	Friday
REVISIT & REVIEW Read previously taught phonemes or words .Write previously taught phonemes or words	Read Mnemonics/flashcards/ mood sounds/raps/songs/noisy letters Write Back writing/anagrams/ be the teacher					
TEACH Introduce new phonemes to be taught and model how to segment /write or say/read words that contain the phonemes	Read Magnetic letters/letter cards/robot words/sound buttons/phoneme count/puppets/object bags Write Phoneme fingers/phoneme frames/puppets/object bags/treasure baskets					
PRACTISE Read/write words containing the phonemes taught	Read Cross the river/treasure baskets/puppets/sound buttons/read and do/word sort/bingo/phoneme spotter Write Fans/quick write/full circle/puppets/treasure basket/object bags					
APPLY Read/write sentences that contain phonemes taught	Read/Write Dictated sentences/lists/labels/ instructions/captions					

Appendix 3 – Evaluation of Phonics Achievement (for Pupil Progress Meetings)

School: Halton Lodge Primary School

PROGRESS DATA

DECEMBER	MARCH	JULY
YR 80% SECURE AT PHASE 2+ Y1 80% SECURE AT PHASE 4+	YR 90% SECURE AT PHASE 2+ Y1 85% SECURE AT PHASE 4+	YR 80% SECURE AT PHASE 3+ Y1 85% SECURE AT PHASE 5+

Red = cause for concern/SEN **Amber** = vulnerable **Green** = in line with expectation **Dark Green** = exceeded expectation

RECEPTION	Total number of children In the cohort	How many are EAL?	How many are boys?	How many are children with SEN?	How many are looked after children?	PHASE 1 (number)	PHASE 2 (number)	PHASE 3 (number)	PHASE 4 (number)	PHASE 2+ %	PHASE 3+ %
DECEMBER											
MARCH											
JULY											

Red = cause for concern/SEN **Amber** = vulnerable **Green** = in line with expectation **Dark Green** = exceeded expectation

YEAR 1	Total number of children In the cohort	How many are EAL?	How many are boys?	How many are children with SEN?	How many are looked after children?	PHASE 1 (number)	PHASE 2 (number)	PHASE 3 (number)	PHASE 4 (number)	PHASE 5 (number)	PHASE 6 (number)	PHASE 3+ %	PHASE 4+ %	PHASE 5+ %
ON														

ENTRY														
DEC														
MAR														
JULY														

Red = cause for concern/SEN **Amber** = vulnerable **Green** = in line with expectation **Dark Green** = exceeded expectation

YEAR 2	Total number of children In the cohort	How many are EAL?	How many are boys?	How many are children with SEN?	How many are looked after children?	PHASE 1 (number)	PHASE 2 (number)	PHASE 3 (number)	PHASE 4 (number)	PHASE 5 (number)	PHASE 6 (number)	PHASE 4+ %	PHASE 5+ %
ON ENTRY													
DEC													
MAR													
JULY													

Outline of progress:

Next steps:

