

# Millhouse Primary School and Nursery

## Phonics Policy

### Aims

The aim of this policy is to ensure that a consistent 'whole school' approach is applied to the teaching of phonics. The principle objectives of the teaching and learning of phonics are to enable all children to access reading at an age appropriate level. In order for this to happen we need to ensure:

- Consistency in the approach to teaching phonics throughout EYFS and KS1 and KS2 where appropriate;
- Rigorous planning, assessment and tracking;
- Quality first teaching that is lively, interactive and investigative.
- All staff are experts;
- Pupils to apply their phonic skills in all curriculum areas.
- That all children are able to read by the age of six.

Good quality phonic teaching secures the skills of word recognition and decoding which allow children to read fluently. This will result in children being able to read for pleasure and develop comprehension skills. These phonic skills need to be taught systematically.

### Methodology and Organisation

*Letters and Sounds* forms the basis of a structured, sequential and consistent approach to the teaching of phonics throughout EYFS and Year 1, whilst following milestone objectives from *Development Matters* and the *National Curriculum*. *Jolly Phonics* actions and rhymes are used alongside *Letters and Sounds* to aid retention of phonemes/graphemes. *Phonics Play* is used as a resource to support planning and resources and is adapted by the class teacher to match their class's needs.

From Year 2, interventions are planned for those children who have not yet passed the Year 1 Phonics Screening Test. Interventions will either continue to follow *Letters and Sounds* or adopt other approaches such as *Read Write Inc.* or *Toe by Toe*, taking individual needs into account.

### Expectations

<b>Year Group</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Nursery</b>	Phase 1	Phase 1	Phase 1
<b>Reception</b>	Begin Phase 2 and 3	Continue Phase 3	Begin Phase 4
<b>Year 1</b>	Phase 5	Phase 5	Phase 5
<b>Year 2</b>	Phase 6/Spelling	Phase 6/Spelling	Phase 6/Spelling

### **During the Foundation Stage the children will:**

- Work on Phase 1 of *Letters and Sounds* in Nursery (and alongside the other phases in Reception) to develop their listening skills, discriminate phonemes and blend and segment words orally.
- Complete Phases 2, 3 and 4 by the end of the Reception Year.
- Learn letter names and use this when discussing phonemes e.g. 'the letter b sometimes makes a /b/ sound'
- Hear, use and begin to understand the terms: letter, phoneme, grapheme, digraph, split digraph, trigraph, blend and segment.
- Have 1 x 15 minutes session of phonics a day.
- Develop and practise their phonic skills throughout the day during adult supported writing, guided and/or 1:1 reading and child initiated activities.

### **During Year One the children will:**

- Complete Phase 5 of *Letters and Sounds* by the end of Year One.
- Complete additional phonic and spelling objectives from the *National Curriculum*.
- Hear, use and understand the terms: letter, phoneme, grapheme, digraph, split digraph, trigraph, blend and segment.
- Have 3 x 15 minutes sessions of phonics a day: reading focus, spelling focus and practice through games/practical activities.
- Develop and practise their phonic skills throughout the day during writing, guided reading and in cross curricular activities.

### **Differentiation**

Teachers make daily, on-going assessments of children to ensure that planning targets individual and class needs, and addresses any gaps in learning. Within class LSAs are used to target specific groups of children.

Small intervention groups are planned for pupil premium children, children with SEN and those identified as not having made expected progress.

### **Displays and Learning Resources**

*Letter and Sounds* displays are added to as each new grapheme or tricky word is introduced. Graphemes are displayed from the phase children are working on and in the order that they are taught. Decodable and Tricky words are displayed separately, in their phases and in *Letters and Sounds* order. That week's focus is highlighted on the display. Children have access to phased grapheme charts/sound mats to support their learning. These are the same across the school to support transition from class to class. Alphabet charts with pictorial clues are displayed in EYFS and KS1.

### **Assessment and Monitoring**

Teachers make daily, on-going assessments of children to ensure that planning targets individual and class needs. Children's progress is recorded and tracked on individual Letters and Sounds Assessment Sheets (see attached) with a different colour highlighter used for each term to show progress across the year. These colours are: Baseline - pink, autumn - yellow, spring - green and summer - blue. These on-going assessment sheets are updated as appropriate and are used to inform Class Phonics Tracking Sheets. Class Phonics Tracking Sheets are completed at the end of each half term to track progress through the phases.

Phonics lessons, activities, interventions and tracking sheets are monitored by the leadership team regularly.

### **National Phonic Screening**

All pupils in Year One will be screened using the National Assessment materials in Term 6, end of June. If the pupils 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.

### **Professional Development for the Year 2016-2017**

Phonics training for teachers:

- Pure sounds and terminology
- Structure of a lesson and planning
- Displays and resources
- Supporting lower ability children through phonics
- Assessment

Phonics training for LSAs:

- Pure sounds and terminology
- Supporting phonics in class
- Working with SEN children

Toe by Toe training for LSAs:

- Structure of session
- Resources
- Liaison with class teacher
- Observation of a session

### **Appendices:**

Jolly Phonics actions and rhymes

Letters and Sounds Assessment Sheets

Class Phonics Tracking Sheets