



Millhouse

Primary School and Nursery

Phonics Policy

To be reviewed: Summer Term 2023

Inspiring tomorrow's generation, today.

Millhouse Primary School and Nursery



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 and spelling at an age appropriate level and to aim to help all children in our school learn to read by the age of six.

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
- Opportunities for children to apply their phonic skills in all curriculum areas
- That all children are able to read age appropriate material
- That all children can spell at an age appropriate level

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 skills need to be taught using a systematic synthetic phonics programme.

Methodology and Organisation

EYFS and Year 1 follow Bug Club Phonics, one of the DfE's approved SSP teaching programmes. The structure and order of sounds correspond with the milestone objectives from the National Curriculum and Early Learning Goals. Bug Club Phonics decodable readers and eBooks link directly with the units being taught in Phonics, to ensure a systematic synthetic phonetic approach to the teaching of reading. 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 Bug Club Phonics or adopt other approaches such as Phonological Awareness, Toe by Toe or precision monitoring, taking individual needs into account. Support will also be provided for older pupils who may be experiencing difficulty in reading/writing because they have missed or misunderstood a crucial phase of systematic phonics teaching

Expectations

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

During the Foundation Stage the children will:

- Work on Phase 1 of Bug Club Phonics begins in Nursery to develop their listening skills and help them to discriminate phonemes and blend and segment words orally.
- Complete Phases 2, 3 and 4 of Bug Club Phonics by the end of the Reception Year.
- Learn letter names and use them 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 an hour session of phonics a day, comprising of teaching input, practise and apply work and independent follow up activities
- Develop and practise their phonic skills throughout the day during adult supported writing, focused and/or 1:1 reading and child-initiated activities.

During Year One the children will:

- Complete Phase 5 of Bug Club Phonics by the end of Year One.
- Complete the 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 1 x 30 to 45-minute session of Bug Club phonics a day: with a mix of reading and spelling in each session. Some additional phonics games may be carried out at other times during the day.
- Develop and practise their phonic skills throughout the day during writing, focussed reading and in cross curricular activities.

Differentiation

Bug Club Phonics is purposefully designed to keep all pupils together as much as possible. The Clackmannanshire research (which underpins the programme) showed that keeping the children together during the daily Phoneme Sessions fostered a sense of social inclusion and boosted the performance of the children who were progressing more slowly. Teachers make daily, on-going assessments of children to ensure that planning targets individual and class needs, and addresses any gaps in learning.

If there is a need, pupils will be given extra support to help them improve reading skills and make progress. 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

Phonics 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. Non-decodable words are displayed separately, in Bug Club Phonics order. Children have access to phased grapheme charts/sound mats to support their learning. Alphabet charts with lower- and upper-case letters are displayed in EYFS and KS1.

Assessment and Monitoring

Daily sessions include whole-class revision and new phoneme focus sections which identify those children who need immediate and targeted extra support during the subsequent guided independent work. Summative assessments are included at the end of Bug Club units and phases ensuring frequent and detailed feedback for teachers to act on.

Year 1 children are tracked through past phonics reading check papers, as are the year 2 children who failed the reading check in year 1. These on-going assessment sheets are updated as appropriate and are used to inform Class Phonics Tracking Sheets. Phonics lessons, activities, interventions and tracking sheets are monitored by the leadership team regularly.

All pupils in Year One will be screened using the National Assessment materials by the 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.