



in God's hands



St Ignatius Primary School Phonics Policy

Policy Originator	St Ignatius Primary School
Governor Responsible	
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To be next reviewed	March 2019
Signed	

The Phonics Curriculum

“A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them”.

National Curriculum for English 2014.

It is our school mission that high-quality phonic work is not a 'strategy' so much as a body of knowledge, skills and understanding that has to be learned.

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.

Aims

The processes by which children comprehend spoken language are the same as those by which they comprehend the words on the page; the difference being that the first relies upon hearing the words and the second upon seeing the words in written form. Obviously, in order to comprehend written texts children must first learn to recognise, that is decode, the words on the page.

High quality phonic teaching secures the crucial skills of word recognition that, once mastered, enable children to read fluently and automatically thus freeing them to concentrate on the meaning of the text.

Children at St Ignatius will secure automatic decoding skills and progress from 'learning to read' to 'reading to learn' for purpose and pleasure. The ultimate goal of learning to read is comprehension.

To achieve this, our teachers are clear about which activities are designed to teach children to acquire word recognition skills, and which will help children develop high-level comprehension skills.

Principles of high-quality phonic work at St Ignatius RC Primary School

The Rose Report (2006) 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 correspondences in a clearly defined, incremental sequence
- to apply the highly important skill of blending (synthesising) phonemes in the order in which they occur, all through 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.

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 time-limited, such that the great majority of children should be confident readers by the end of Key Stage 1
- it is systematic, that is to say, it follows a carefully planned programme with fidelity, reinforcing and building on previous learning to secure children's progress
- it is taught discretely and daily at a brisk pace
- there are opportunities to reinforce and apply acquired phonic knowledge and skills across the curriculum and in such activities as shared and guided reading
- children's progress in developing and applying their phonic knowledge is carefully assessed and monitored.

Teaching and Curriculum Content

At St Ignatius we follow the Letters and Sounds document's principles and practice across foundation stage and key stage one- this is supported by teachers using elements from Jolly phonics and Read, Write inc, to support the effective delivery of phonics lessons by catering for all children's needs. The six structured phases are followed broadly across the different key stages. With the Letters and Sounds Programme the phases are deliberately porous so that no children are held back or unduly pressured to move on before they are equipped to do so.

Teachers use summative assessment to inform effective provision for all children, using this to plan and deliver well differentiated lessons that engage and challenge all children within the lesson. This summative assessment should inform the rate at which children progress through the phases and secure an understanding of phonetics.

All year one children take the 'Phonics Screening Check'- a statutory assessment required by legislation. Those who do not meet the pass mark will be given support and intervention programmes in year two to provide them with sufficient knowledge and understanding to re-take the 'Phonics Screening Check' and obtain a pass mark. Those children who do not obtain the required level set by the 'Phonics Screening Check' will receive phonics teaching in the first term of year three- which will be further supported throughout the year and across key stage two with a phonics and/or spelling intervention programme.

A good lesson should include:

- Teacher lead exposition
- Whole class, group and individual work
- Tricky word/common exception vocabulary
- Social construction and use of phonetics understanding

Planning for phonics will be done separately from english/literacy lessons but with the understanding that good phonics teaching should link to the literacy needs of the children within a literacy lesson and across the curriculum.

Foundation Stage

Nursery:

The children begin Nursery starting at phase one of Letters and Sounds and following the Letters and Sounds order. There are 7 aspects of phase one where children explore and experiment with Letters and Sounds through sound games and listening activities, taking the opportunity to go on sound walks, and learning animal sounds and playing voice games.

Phase two, initial sounds and simple CVC words are introduced using Jolly Phonics as the main teaching resource. The children learn the rhymes, songs and actions linked to each sound in the five sets of phase two.

These resources are used for their ability to support our vast majority of children who speak English as an additional language. The jolly phonics songs and actions alongside Ruth Miskins visuals and handwriting ditties are used to support the early introduction of phonics. Many of our children start school at below expected levels and so acquiring the sounds takes longer. We have found that this kinaesthetic approach is visually reinforcing for them, whilst also being fun and easy for them to learn the actions.

Phonics teaching takes place daily. Initially these will be whole group sessions, moving towards differentiated groups to support the needs of children with their letters and sounds acquisition.

Reception:

In Reception, the children who are new to the phonics system follow the same programme as in nursery. Phase two teaching is supported with jolly phonics resources and the introduction of early Letters and Sounds activities.

In Reception they will revise and introduce the single letter sounds in letters and sounds order teaching one sound per day, until all single sounds have been covered. At which point, they will have a review week and assess children's progress so far. This will then inform phonics groups for the previous week and children will be split into four groups and taught according to their needs.

A variety of synthetic materials are available to support the teaching of phase two sounds-including magnetic letters, RML, smart phonics games, Metal Mike puppet and letters and sounds activities.

The Phonics Bug online website is another tool used to support the early phases and is a fun interactive resource which the children enjoy during whole class sessions. Another element to the Phonics Bug programme is the e-books, where the teacher can select a phase appropriate book for the children to read online at home with their parents.

Phase three is introduced to those children who have secure phase 2 phonological awareness.

Children needing consolidation at phase 1 and 2 are supported through small group work.

Through termly assessments, teachers will be able to provide an accurate picture of which phase each child is working within and their next steps within these phases as they make the transition to Year 1.

As the children move through Reception, they will move away from Jolly Phonics and rely more on Ruth Miskins resources and teaching strategies. Some of the recommended letters and sounds games will be used throughout. Phase 1 activities will run alongside any teaching of sounds.

Homework in Reception- will be focused on daily reading and practising of sounds. Children will have a sound/HF word envelope which will be updated each week. A table of recommended activities to do at home, which relate to the topic, will be added to the back of the parent summaries. Parents will be encouraged to try at least one activity at home with their children, and then to post a photo to their child's learning journey on Tapestry.

Phonics will be taught daily in sessions for up to 15 minutes.

Key Stage 1

Year 1:

Year 1 continue with the Letters and Sounds programme revisiting the phase two sounds in whole class sessions. The jolly phonics rhymes and actions are used to reinforce the children's prior learning in the foundation stage.

We have found that it is reassuring for those children who are at the early stages of acquiring their initial letters and sounds who still benefit from the actions to support their knowledge of the sounds.

For children needing reinforcement of their phase 2 sounds, they may be supported in two ways:

- small group sessions during whole class phonics sessions
- individualised programmes of learning (using letters and sounds checklist-see Appendix)

These children may continue to use the Jolly Phonics rhymes and actions to support their learning if appropriate to their needs.

The majority of children move onto phase three, with opportunities for consolidation of phase two.

At this point the children move away from Jolly Phonics and towards recognising the Read, Write Inc speed sound cards, which they use to read the individual sounds. The children use the ditties, for example, 'May I play ay' to help them with this and also use the handwriting phrases from Read, Write Inc to help them to form their letters correctly.

Phonics teaching sessions take place daily in KS1 for 15 to 30 minute sessions.

Through termly assessments teachers will be able to provide an accurate picture of which phase each child is working within and their next steps within these phases.

Year 2:

Children may enter Year 2, working across the range of phases 2,3,4 and 5.

Phonics lessons take place daily as whole class teaching sessions with differentiated activities to support children working at different phases.

For children needing consolidation of specific phases, they may be supported in two ways:

-small group sessions during whole class phonics sessions

- individualised programmes of learning (using letters and sounds checklist-see Appendix)

Phase 6 will be taught to those children who have a sound acquisition of phase 2 to phase 5 letters and sounds.

The element of whole class teaching sessions, ability setting, small group and individualised programmes of learning will be determined by the phonological needs of the class cohort.

Key Stage 2

Children in Key Stage 2 continue through the letters and sounds programme, with whole class sessions and small group sessions where needed. Read, Write Inc resources are used to support those children who need any catch up programmes. Ongoing assessments are continued to determine which phase the children are working within.

The teaching of phonics: **Our Expectations!**

- In the Foundation stage and Key Stage 1 phonics sessions will be taught discretely through daily sessions.
- Teachers will be responsible for monitoring and assessing the children's phonic knowledge.
- Teachers will complete an information/assessment sheet to give to the next class teacher on which phase each child is currently on.

Organisation

The English Co-ordinator /Early Years Lead - is responsible for Phonics through the school. This includes:

- Ensuring continuity and progression from year group to year group
- Providing all members of staff with guidelines and a scheme of work to show how aims are achieved and how the variety of all aspects of phonics is to be taught
- Advising on in-service training to staff where appropriate. This will be in line with the needs identified in the School Development Plan and within the confines of the school budget
- Advising and supporting colleagues in the implementation and assessment of phonics throughout the school

- Assisting with the requisition and maintenance of resources required for the teaching of phonics, within the confines of the school budget
- Monitoring the quality of teaching and learning in phonics across the school

The class teacher is responsible for:

- Ensuring progressing in the acquisition of phonic knowledge and skills with due regard to the National Curriculum for English
- Developing and updating skills, knowledge and understanding of phonics
- Identifying needs in phonics and take advantage of training opportunities
- Keeping appropriate on-going records
- Planning effectively for phonics, liaising with English Co-ordinator when necessary
- Informing pupils and parents of their progress, achievements and attainment

Inclusion:

- All children have equal access to the curriculum as expressed in our Equal Opportunities Policy. We will ensure that phonics is accessible to pupils by:
- Setting suitable learning objectives
- Responding to the variety of learning styles
- Overcoming potential barriers of individual and groups

This is monitored by analysing pupil performance throughout the school to ensure that there is no disparity between groups.

Handwriting Policy



Foundation Stage:

Children are given many opportunities to develop letter formation through multi-sensory experiences. These include mark making, painting, and various other kinaesthetic activities using a variety of mediums. Children progress to using Ruth Miskins sounds cards to support early letter formation and orientation. Children learn the associated phrase to accompany the formation of each specific letter, e.g. 'Maisie mountain mountain'.

Key Stage 1:

Children continue foundation stage practice and make the transition onto the Nelson handwriting programme. Teachers begin to introduce joining letters in year 2 with daily handwriting sessions.

Key Stage 2:

The Nelson handwriting resources continue to be used throughout Key Stage 2.