

Mobberley Primary School

Phonics Policy July 2018

Aims:

The aim of this policy is to ensure that a consistent 'whole school' approach is applied to the teaching of Phonics.

The school aims to provide a secure, stimulating and enriching environment, where there is equal access to phonic knowledge and understanding. We regard it as essential that we respect the language and experience of the individual and endeavour to meet their needs, regardless of race, gender or class.

Objectives:

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 it is integral that we ensure:

- Consistency in the approach to teaching phonics throughout Early Years and KS1 and KS2 where appropriate;
- Rigorous planning, assessment, and tracking;
- Quality first teaching to support motivation;
- All staff are experts;
- That all children are able to read by the age of six.
-

Strategies:

The diligent, concentrated, and systematic teaching of phonics is central to the success of children's reading. This requires high quality and expert teaching which follows a carefully planned and tightly structures approach to teaching phonics.

At Mobberley we use the Letters and Sounds scheme of work in order to teach phonics. Children begin with Phase 2 in EYFS, alongside the Jolly Phonics rhymes and actions. They progress to Phases 3 and 4 throughout the year in EYFS. In Year 1, Phases 3 and 4 are recapped and Phase 5 is introduced. In Year 2 Phase 5 is recapped and Phase 6 is introduced. Assessments are carried out termly to ensure the children are grouped correctly for learning.

Through the quality-first teaching we ensure that all children:

- Have the opportunity to apply what they have learnt through reading;
- Participate daily in fast paced, exciting, and interesting phonics sessions;
- Active participation regardless of social and economic circumstances, ethnicity, language, or SEND.

Assessment:

- Children are involved in the assessment of their progress and receive regular and focussed feedback on their development.
- Regular formative assessment by the class teacher should be recorded termly on a tracking sheet to ensure progress is made by every child.
- Benchmarks are in place to ensure that a consistent approach to the progression in phonics is applied throughout the school.
- Year One phonics screening in the Summer Term in line with government requirements.

Monitoring:

The monitoring of phonics will be carried out by the English coordinator with the support of the SLT and Foundation Stage Coordinator. Monitoring will include:

- The implementation of planning;
- Teaching and learning;
- Displays;
- Assessments and tracking of progress;

Individual Roles:

The class teacher is responsible for;

- planning according to the phonics scheme of work, for implementing these plans and for organising the classroom for effective delivery. They are also required to provide opportunities for children to refine, practise and apply their phonic skills during other times of the day such as; guided reading sessions.
- responsible for creating a phonics environment which includes; letter displays and an attractive reading corner.

- ensuring the classroom assistant is supporting children in the class during the phonics lesson and delivers any additional language teaching that may be required.

The Co-ordinator is responsible for;

- monitoring teaching across the whole school, organising internal and external staff training and ensuring that language is taught in a developmental and progressive way.

SEND:

Phonics teaching is made accessible to as many pupils as possible and adjustments to schemes of work will be made as required. Teachers will liaise with the English coordinator and SENDCO in order to analyse how children with specific needs respond to the teaching of phonics. It is the role of the teacher to ensure that every child in their class has equal and balanced access to the teaching of phonics and to ensure that it is differentiated appropriately.

EAL:

Phonics teaching is made accessible to as many pupils as possible and adjustments to schemes of work will be made as required; teachers will liaise with the English and EAL coordinators in order to ensure they are differentiating appropriately. Children who require additional support will complete a programme of phonics with the EAL coordinator during timetabled phonics sessions in their class.

Parents:

It is of vital importance that regular home-school contact occurs if the delivery of a structured and rigorous phonics scheme is to succeed. As such parents will have the opportunity to:

- Discuss the individual progress of their child with the class teacher;
- Attend information evenings where they can learn more about the teaching of phonics;
- Attend training to support them with ideas for continuing the teaching of phonics in the home;
- Be regularly informed of their child's targets and level for reading.

Resources:

Each Foundation Stage and Key Stage One class has:

- A range of fiction and non-fiction books for each phase of phonics in every classroom
- An Interactive Whiteboard in every class;
- Display materials;
- A teacher's guide for planning and assessing phonics.

Benchmarks:

By the end of year one all children will be able to:

- Have learned phonic decoding to an age appropriate standard.
- Give the sound when shown any grapheme taught.
- Blend phonemes in order to read words.
- Know most of the common grapheme-phoneme correspondences.
- Read phonetically decodable one syllable and two syllable words.
- Apply phonic knowledge and skill in order to read unfamiliar words and those which are not completely decodable.
- Recognise and read frequently encountered words automatically.
- Read three-syllable, phonically decodable words.
- Read a range of age appropriate texts fluently.
- Demonstrate an understanding of age appropriate texts.
- Read by the age of 6.

All other year groups will use either Foundation Stage Profile and/or National Curriculum guidelines to set targets and assess children's level. Parents will be kept informed of their child's targets and levels at Parents' Evenings and in End of Year Reports.