

Beaconsfield Primary School

'Shining a Light on Learning'



B - Belief

P - Perseverance

S - Success

Phonics Policy

September 2019

Review date: September 2022

Beaconsfield Primary School Phonics Policy

At Beaconsfield Primary School our aims are:

- To establish consistent practice, progression and continuity in the teaching and learning of phonics throughout the school with a focus on quality first teaching.
- To ensure that systematic synthetic phonics (following the Letters and Sounds program) is the first approach pupils use to develop with their reading and writing skills.
- To have robust assessment procedures to check progress and identify pupils in need of additional support.
- For pupils to apply their phonic knowledge in their reading and writing across the whole curriculum.
- To encourage children to learn to read for meaning in addition to developing their ability to decode texts using their phonological awareness.

These aims will be delivered by:

- Consistently following the principles and practice as set out in 'Letters and Sounds' which is a systematic synthetic phonics program in daily 20 minute phonics sessions in Reception and KS1.
- Through well planned discrete phonics sessions taught using the 'sequence of teaching' structure as set out in the Letters and Sounds document.
- Regular assessment and monitoring of children's phonic abilities.

Phonics in EYFS and KS1

- Daily discrete phonics sessions start in Nursery and continue until the end of Year 2 when the majority of children should have completed the phonics program as set out in Letters and Sounds (achieving Phase 6) and be able to decode texts with confidence and apply their phonics knowledge effectively in their writing.
- All phonics in EYFS and KS1 is taught following the Letters and Sounds document alongside resources and supporting materials matched to pupils' needs by the class teacher (e.g. Lesley Clarke resources)
- Phonemes are taught in a specific order following the Letters and Sounds document.
- Children are introduced to the key phonics terminology including phoneme, digraph and split digraph.
- Daily discrete sessions in EYFS and KS1 follow the 'sequence of teaching' set out in Letters and Sounds; Introduction, Revisit/review, Teach, Practise, Apply and Assess learning.
- High frequency words (or tricky/common exception words) are taught as set out in Letters and Sounds. These are words that are taught as a whole word as the children will not be able to use their phonic knowledge to read these words.
- Sounds taught are 'pure' (i.e. b not 'buh') as this is central to phonics teaching and developing pupils' ability to recognise sounds in words. During teaching sessions, pupils are seated where they can clearly see the adult's mouth in order to learn the correct pronunciation of sounds.

- Children are taught that the number of graphemes in a word corresponds to the number of phonemes. This greatly aids spelling. 'Sound Buttons' and 'Phoneme Fingers' are used in phonics teaching to illustrate this.
- Phonics is taught in short, briskly paced sessions and then applied to reading and writing in meaningful contexts.
- All activities are well matched to the children's abilities and interests, and all classroom environments have an age appropriate display concentrating on both sounds and key words
- Teaching assistants are used within the daily phonics sessions to support pupils in their phonics activities and in helping the teacher to assess the pupil's phonic abilities.

Additional Phonics Support

- Pupils who require additional support with phonics should be quickly identified by the class teacher through assessment of their reading, writing and spelling ability. This will include mid phase admissions who join the school in KS2.
- Class teachers are responsible for ensuring that the children who require it, receive additional support through their normal daily lessons however when appropriate, these pupils may also take part in small targeted group sessions delivered and assessed by Teaching Assistants.
- Class teachers must inform the SENCo of any pupils who require additional support. The SENCo will then closely monitor the impact on any targeted support.
- Small group sessions will follow all the principles and practices as set out above and in the Letters and Sounds document.

Phonics for children with SEN support or an EHCP

- Any child who has a barrier to learning should be given the opportunity to learn and apply phonics through a 'hands on' and multi-sensory approach that uses concrete objects to support learning.
- Pupils should be taught one new concept at a time and will have chance to consolidate and generalise before moving on through the Letter and Sounds programme.
- Pupils within the ARP who have an EHCP will be taught phonics using adapted and structured activities, appropriate to the needs of the individual.

Classroom environment

- In the EYFS and KS1 teachers will develop phonics displays within their classroom which focus on the phonemes and key words they have been concentrating on in their phonics sessions. There will be regular opportunities for pupils to engage with these phonics displays and activities in order for them to reinforce their learning from the daily session.
- Other resources (such as word mats) should also be freely available on tables. Where appropriate, these resources should also be available to support children in KS2.

Assessment

- Children's progress in developing and applying their phonics knowledge is carefully assessed and monitored using a range of assessment for learning strategies (e.g. pupil work, pupil responses, whiteboard work etc.)
- In addition, pupils in Year 1 children will complete a phonics screening check. This assessment will confirm whether individual pupils have learnt phonic decoding to an appropriate standard. To prepare children for this test and assist the teacher in tracking progress accurately, Year 1 teachers will administer a half termly phonics check in Autumn 2, Spring 1 and 2 and Summer 1.

Application across the curriculum

- It is essential that children are given regular opportunities to practice and apply phonics in other areas of the curriculum and classroom environment.
- Children will have opportunities to use and apply their phonic knowledge in guided reading and writing sessions, and in reading and writing activities across the curriculum.