



Phonics Policy

Person responsible: Headteacher
Ratified by governing body: Spring 2021
Date for review: Spring 2024

A handwritten signature in black ink, which appears to read 'Anne-Marie Renshaw', is positioned below the text.

Reverend Anne-Marie Renshaw
Chair of Governors

PHONICS POLICY

What is phonics?

- Phonics is the knowledge of phonemes and graphemes and how these are used to read and spell words.
- Phonemes are the sounds that are made by a single letter or group of letters.
- Grapheme is the written equivalent of a phoneme.

Aims

- To ensure the delivery of high quality, systematic phonic work for all children.
- To establish consistent practise, progression and continuity in the teaching and learning of phonics and spelling throughout the school.
- To give all children word work strategies that will enable them to become fluent readers and confident writers.
- To differentiate phonics and spelling work to enable all children to progress and achieve at appropriate levels.

Teaching and Learning

At Messing Primary School we teach phonics using the programme 'Letters and Sounds'. 'Letters and Sounds' suggests a fast paced, clearly progressive approach to teaching phonics which is divided into six phases. Children progress through the phases at different speeds and to enable us to meet the needs of all children; we group the children according to the phase they are working at.

Phonics is taught for a twenty minute session on a daily basis in the Early Years/ Key Stage 1 class and lower KS2 where appropriate. We use 'Phonics Play' as a planning structure and for lots of interactive games. We also add a variety of other practical activities to fully engage all pupils as we all learn in different ways. In Reception we also use the actions and songs from the 'Jolly Phonics' programme to help children learn phase 2 and many phase 3 phonemes. For many tricky phonemes in phase 3 and 5 we teach a memorable sentence to help learn the correct pronunciation of the phoneme i.e. 'ue blue glue'.

In Key Stage 2, the approach is carried on in spelling sessions and also intervention programmes for children who are not making sufficient progress.

High-quality phonics teaching helps children develop their reading, writing, spelling and general communication skills. It helps secure the crucial skills of word recognition that enables children to read fluently, allowing them to concentrate on the meaning of the text. Activities are designed to teach word decoding and recognition skills as well as comprehension skills.

Beginner readers are taught:

- Grapheme – phoneme correspondences in clear stages (linking spellings and sounds).
- The important skill of blending (synthesising) phonemes.

- Segmenting words into their constituent phonemes to aid reading and spelling.

Assessment

Formative Assessment of phonics takes place on a daily basis during phonic sessions and is used to identify individual needs and inform future planning.

Including children's:

- recognition of phonemes / graphemes
- ability to blend and read words
- ability to segment and spell words
- recognition of high frequency words

Summative Assessment using 'Phonics Play' assessment sheets takes place at the end of each phase and termly to ensure children are on track to achieve their 'Phonics Milestones' (as outline in appendix A). These assessments provide early identification of pupils needing targeted support through interventions such as precision teaching.

At the end of Year 1 there is also a statutory assessment (Year 1 phonics screening check) which takes place in June each year. Parents are informed of the outcomes of this check. Those pupils that do not achieve the pass standard have the opportunity to retake the test in year 2.

Appendix A – Termly Phonics Milestones

What are our aims?

By the end of the milestones outlined below it is our aim that the children will be able to read at least:

80% phase phonemes

80% tricky words

The last 20% will be sent home for parents to support with and revisited during phonics sessions. We will assess whether the children can write the graphemes / tricky words but will not base our interventions on these results.

Children who score below 80% for their phonemes or tricky words will be supported through extra 1:1 sessions using precision teaching. This will be in addition to their daily phonics sessions. Their focus sounds will also be sent home for parents to support with as well. We will also provide extra phonics sessions for children to catch up if they need to spend more time learning a phase.

Reading fluency lessons and assessments also begin in the summer term of EYFS and continue right through to Year 6 to ensure children are fluent, confident readers who are able to access age appropriate texts.

Phonics Milestones

EYFS	What are we learning?	Phonics Milestones (assessed at the end of term)
Autumn Term	Phase 1 (assess at end) Phase 2 (assess at end) Begin Phase 3 (up to ng)	Reassess Phase 2 Assess Phase 3 (up to ng)
Spring Term	Finish Phase 3 (assess at end) Phase 4/Recap phase 3 gaps	Assess all of Phase 3 Phase 3 Reading Fluency Assessment
Summer Term	Phase 5A + Phase 4 catch up as an additional session if necessary Phase 3 Reading Fluency lessons begin twice a week	Assess Phase 5A Phase 3 Reading Fluency Assessment (results to Class 1 teacher)

Year 1	What are we learning?	Phonics Milestones (assessed at the end of term)
Autumn Term	Recap Phase 5A (assess at end) Phase 5B Reading Fluency lessons twice a week	Phase 5A (No new sounds in Phase 5B) Phase 4 Reading Fluency Assessment
Spring Term	Phase 5C Reading Fluency lessons twice a week	Phase 5C so far. Phase 5 Reading Fluency Assessment
Summer Term		All of Phase 5C. Phase 5 Reading Fluency Assessment

Phase 5D is covered during English lessons as a part of the national curriculum.

Year 2

Year 2's will begin spelling sessions following the long term plan as outlined by Spelling Shed which is linked to the national curriculum.

If a child is identified as needed extra support with phonics they may continue to take part in daily phonics sessions with the year 1's. They will also receive extra support through precision teaching, daily reading and if necessary through other interventions including Dancing Bears.