



Phonics Policy

Person responsible: Literacy leader
Ratified by governing body: Spring 2018
Date for review: Spring 2021

A handwritten signature in black ink, which appears to read 'Anne-Marie Renshaw'. The signature is written in a cursive style.

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.

Summative Assessment of phonics takes place every term using the school's 'Letters and Sounds' assessment sheets. The children are assessed on the phase they are currently working on or have recently completed.

The assessment takes the form of a phonics test which is completed by the class teacher and assesses the child's understanding of:

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

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.