



Moldgreen CP School

Phonics Policy 2019-2020

“The more you read, the more things you will know. The more that you learn, the more places you'll go.”

Theodor Seuss Geisel (March 2, 1904 – September 24, 1991)

Aims

- To teach pupils aural discrimination, phonemic awareness and rhyme awareness in order to encourage good spelling.
- To encourage repetition and consolidation, so that spelling becomes automatic.
- To encourage pupils to segment and blend.
- To learn to read and write all 44 graphemes in the English language.
- To teach pupils specific strategies to help them remember tricky words.
- To ensure that the teaching of phonics is lively, interactive and investigative.
- To encourage pupils to apply their phonic skills in all curriculum areas.

The Curriculum

Each Reception and Key Stage One class will teach phonics/ spelling activities every day.

In EY, phonics is taught in differentiated groups and will be overseen initially by the EYFS teachers and then the English Lead. Year 1 and 2 children will be taught in ability groups mixed across the two year groups. There will be 8 groups and these will be taught by teachers and trained TA's using the Phonicsplay planning. In Year 1 and 2, phonics will be taught between 9.00 until 9.30 every morning and will last for a minimum of 20 minutes.

Expectations

All pupils to have completed at least phase 2 and 3 by the end of the Reception year and be ready to start phase 4 in Year One.

Year One Pupils to have completed at least phase 4 and 5 by the end of the year and be ready to start phase 6 in Year Two. All Year One children will take the Phonics assessments at the end of the school year.

Year Two pupils to have completed phase 6 by the end of the year and to regularly revisit the sounds and tricky words learnt throughout the Letters and Sounds programme. Project X (a phonics based intervention) will begin for targeted children in Year Three who still need phonics assistant.



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Year Three – To assess individual need and implement phonics through Read, Write Inc for small groups of children, alongside Project X for specific children and spellings taught through No Nonsense spelling.

Key Stage Two - reading and spelling interventions to run for pupils who need additional support to meet the year group expectations. This will be organised by individual teachers and overseen by the English lead. This could include:

Read Write Inc
Bespoke spelling, phonic teaching
TRUGS
Project X
No Nonsense spelling
Reading Eggs
Spelling Shed

Teaching and Learning Styles

Moldgreen CP School follows the Letters and Sounds approach to teaching phonics but teaches in Year 1 and 2 using the phonics play planning. Through Early years Jolly Phonics is used to help all our children access learning. We use phonicsplay.co.uk throughout our phonics teaching and Year One and selected children are subscribed to readingeggs.co.uk to add further engagement for children. Spelling Shed is also available for children to use across school.

Our principal aim is to develop the pupil's phonological awareness, ability to segment and blend words and read tricky words on sight- to become fluent readers! Our teaching at all levels should include:



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Phonics Planning

Lessons will follow the process of

Introduction
Revisit/ Review
Teach
Practise
Apply

Teachers and TA's will follow the Phonics planning very closely and resources will be provided to help teach session. Every session will be taught with pace and rigour.

Teachers must ensure:

- Current phonemes/graphemes are displayed in the classroom on a phonics display.
- Phonemes/graphemes already taught will also be displayed as recap and a reminder
- Each class will display relevant high frequency/ tricky words

We aim to encourage all pupils to reach their full potential through the provision of varied opportunities to access phonics.

We recognise that our phonics planning must allow pupils to gain a progressively deeper understanding of the phonetic structure of the English language as they move through the school to ensure all pupils are provided with the key tools needed to become a fluent reader.

Careful thought will be given to the provision of appropriately structured work for pupils with SEND.

The school has a variety of strategies to enable all pupils to have increased access to the curriculum through a broad-based, multi-sensory, visual, auditory and kinesthetically planned phonics sessions.



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Assessment and Reporting

Regular assessments of phonics in EY and be initially conducted by Early years staff and overseen by the English Lead.

Children in Year 1 and 2 will be assessed every four weeks by Clare Gallagher using the 2019 Phonic check. Children will be grouped by the English Lead accordingly and children will be taught in ability groups. Children who passed the phonic check in Year 1 will be taught as a group in Year 2 using the Phase 6 planning from phonics play.

Staff discuss phonics progress with parents at each Parents meeting during the school year and written reports on phonics ability are included within the annual report to parents. Phonics Assessment summaries are provided to parents of Year One children and those re-taking the assessment in Year Two in the summer term. Reception parents are invited to phonics meetings in Autumn 1 and Summer 2. In Year 1, parents are invited to a phonics meeting in Spring 1.

National Phonic Screening

Throughout EY, children are assessed for phonics knowledge.

Children not passing the assessment at the end of Year One will also be screened throughout Year 2.

The EYFS Lead will track the children in Reception.

Any pupils who are not on track will be provided with appropriate interventions.

All pupils in Year One will be screened using the National Assessment materials in Summer 2. This data will be submitted to the Local Authority.

If the pupils in Year One fail the screening they will be retested when they are in Year Two. If they continue to fail in Year 2 pupils will be closely monitored in year 3 and appropriate interventions will be put in place.

Written by: Carl Simeson

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