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Phonics Policy

September 2020

**Introduction**

 At Baines Endowed Primary school we are determined that every pupil will learn to read and write, regardless of their background, needs or abilities. We aim for all pupils to make sufficient progress to meet or exceed age-related expectations. We believe that our Phonics Programme and rigorous approach to reading and writing will enable all our pupils to become successful, fluent readers and writers by the end of Key Stage 1 and go onto developing their love of reading into Key Stage 2 and beyond.

**Phonics Programme**

We follow the Letters and Sounds phonics programme at Baines Endowed Primary School. Our school is determined that every child will learn to read and write, regardless of their background, needs or abilities. Our Phonics programme is consistent across Key Stage 1 where teachers deliver systematic, synthetic phonics which has been appropriately adjusted in order to best support the children in each class.

To ensure every child makes progress in phonics and reading and writing, during the academic year 2020-2021 we have broken our phonics programme into half-termly expectations from Reception to Year 2. This allows teachers to deliver the phonics sessions at an appropriate pace and order during the year. Ongoing, regular and detailed assessment of children’s phonic knowledge enables class teachers to identify, and provide immediate support, to any pupils falling behind the programme’s pace. Phonics interventions are provided to any child who is not managing to work at the correct pace for their year groups’ expectations.

Reception, Year 1 and Year 2 complete a 20 minute, daily phonics lesson which is primarily taught by the class teacher however smaller groups are formed for children who need a slower or quicker paced lesson. All our phonics teaching staff have had recent training with Lancashire English team to ensure we are up-to-date with our teaching skills, planning and assessment strategies. During Phonics session time, Year 2 complete ‘Non-Nonsense Spelling’ activities which link with the spelling and grammar activities Year 2 need to know for the end of year expectations.

**Phonics Screening Test**

The Phonics Screening Check is a statutory requirement and all Year 1 children will take the check in the summer term. Pupils who do not meet the required pass mark will be given the opportunity to retake the check the following summer in Year 2. Rigorous interventions will be put into place for any child who has not passed the Phonics Screening Test in Year 1 to ensure they leave Key Stage 1 with the ability to read and write.

**Planning**

Planning for phonics will be done separately from English planning but with the understanding that good phonics teaching should link to the literacy needs of the children within an English lesson and across the curriculum. Each daily discrete phonics session should include the following sections:

● Revisit/Review - practise previously taught grapheme-phoneme correspondence (GPC) (e.g. flashcards) and tricky words.

● Teach - new GPC (supported by actions, rhymes and games for formation)

● Practise - develop confidence in the use of new (and old) GPCs within blending and/or segmenting

● Apply - often sentence reading or writing where children can independently apply new phonic knowledge.

During our recent training, we have adopted a new planning format for Phonics which incorporates interactive games and activities to engage with all types of learners in the class.

**Assessment**

 The way in which pupil’s developing phonics knowledge is assessed is described below:

● Ongoing assessments of GPC knowledge.

 ● Ongoing assessments of blending and tricky word knowledge during 1:1 reading.

 ● Half-termly assessments on phonic assessment sheets - these are sent to the Phonics Subject Leader.

 ● Children on targeted phonics and/or reading interventions are shared with the SENcO and Head of School half-termly during KIT meetings. Support is provided by the Phonics Subject Leader as and when required.

**Supporting Phonics through Reading**

Reading and writing, including the teaching of systematic, synthetic phonics, is taught from the beginning of Reception. Reading the sequence of reading books shows a cumulative progression in phonics knowledge that is matched closely to the school’s phonics programme. Teachers give pupils sufficient practice in reading and re-reading books that match the grapheme-phoneme correspondences they know, both at home and at school. We also ensure all of our guided reading sessions in Key Stage 1 are books that are in line with the current phase the child is learning – this creates the love of reading ethos we are proud to have at Baines Endowed.

 We have a great selection of ‘phonics focused’ reading books at Baines Endowed. These have been carefully sorted into book band sets so that children have access to books that match the sounds and words they have been taught. Children are also encouraged to take an additional book out from our school Library each week to share with someone at home – again, this in aiming to encourage a reading for pleasure culture. Each classroom has an exciting and stimulating reading corner which has a variety of phonetically decodable books and other genres (both fiction and non-fiction) for children to enjoy during quiet reading time/buddy reading in school times. Ipads are available for all year groups to access interactive games such as ‘Phonics Play’ and ‘Teach my Monster to Read’.

**Supporting phonics through Writing**

Alongside using spoken language, we believe that in order for children to be able to physically put pen to paper it is paramount to develop children’s fine-motor skills. Daily activities are planned for in Reception to help develop their fine motor skills.

The Year 1 weekly spelling lists link to the current phonic phase they are working on within the lessons to consolidate their knowledge even further. Year 1 also use the ‘talk boost’ intervention programme to develop some children further through talk.

All children in school are expected to write a weekly extended write where they focus on skills they have learned throughout the week in English/grammar and phonics sessions. Feedback from teachers in KS1 should outline incorrect spellings – especially sounds/graphemes they should be confident in writing from previous phonics learning. All children have the opportunity to improve their work from the given feedback – this is often in small groups in Key Stage 1.

This policy was written April 2020 by Lizzie Hedges – the policy will be reviewed each year.