Pool House Community Primary School

Phonics Policy

Aims

At Pool House Community Primary School, we are committed to delivering high-quality teaching in Phonics. We aim to develop each child's understanding of letters and sounds so they are able to read with fluency as well as develop a love of reading.

Our aim is to continuously teach a high quality of phonics to ensure the children have the best start possible in their education within reading and writing. The use of Phonics is vital skill in order for children to be confident and develop an understanding of how to read and write, throughout all aspects of the curriculum.

Subject Content

The learning of phonics is the beginning of children's knowledge, skills and understanding of letters and sounds, which are an essential part of learning to read. In order to read and understand what they have read, children must learn to recognise sounds and sound out the words on the page. Good quality phonics teaching allows the child to be secure in the skills of letter recognition and decoding of words, which allows children to read fluently. This will result in children being able to read throughout their time at School and in all other subject areas.

Phase	Phonic Knowledge and Skills
Phase One	Activities are divided into seven aspects, including environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and finally oral blending and segmenting.
Phase Two	Learning 19 letters of the alphabet and one sound for each. Blending sounds together to make words. Segmenting words into their separate sounds. Beginning to read simple captions. Reading of tricky words eg. the, to, no, I and go.
Phase Three	The remaining 7 letters of the alphabet, one sound for each. Graphemes such as ch, oo, th representing the remaining phonemes not covered by single letters. Reading captions, sentences and questions. On completion of this phase, children will have learnt the "simple code", i.e. one grapheme for each phoneme in the English language. Spelling of the previous phase 2 tricky words and reading he, she, me, be, was, my, you, they, her, all and are.
Phase Four	No new grapheme-phoneme correspondences are taught in this phase. Children learn to blend and segment longer words with adjacent consonants, e.g. swim, clap and jump.

	Spelling of the previous phase 3 tricky words and reading said, so, have, like, some, come, were, there, little, one, do, when, out and what.
Phase Five	Now we move on to the "complex code". Children learn more graphemes for the phonemes which they already know, plus different ways of pronouncing the graphemes they already know. Children are to read the first one hundred high frequency words.
Phase Six	Working on spelling, including prefixes and suffixes, doubling and dropping letters. Children are expected to be able to read the two hundred common exception words.

EYFS and Key Stage 1

In our early years of primary School, it is important to implement understanding and recognition of different letters and their corresponding sounds. Each class are expected to teach phonics every day as well as including phonics as part of teaching and learning throughout other curriculum areas, on a daily bases. Lessons are uniquely planned and tailored to meet the needs of all our learners.

EYFS begins with phases one and two. With GPC recognition, they will learn to hear, say read and form letter sounds they learn throughout each phase. They focus on listening to the sounds taught to them and also begin building on their segmenting and blending skills. In phase 2, children will learn a range of sounds and then begin to orally blend and segment these sounds in words and writing.

Once phase 2 has been embedded in the children's learning where they are able to apply the learnt sounds to their reading and writing continuously. The children will move onto phases 3, 4, 5 and 6.

EYFS – Phases 2, 3 and 4.

Year 1 – Revisit phase 3 and 4, phase 5.

Year 2 – Revisit and continue with phase 5 and teach phase 6.

Key Stage 2

Phonics will be continued into Key Stage 2 when necessary to support those children who do not yet have the phonic knowledge and skills needed. Where possible, links between phonics knowledge and understanding are made in both reading and writing. Phonics is developed into reading skills in Key Stage 2 and develops into independent, guided and shared reading.

Teaching and Learning

We recognise the fact that in all classes there are children of widely different abilities in phonics. We seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- Setting tasks of increasing difficulty;

- Grouping children by ability in phonics and setting different tasks for each ability group;
- Providing resources of different complexity depending on the ability of the child;
- Practical lessons and activities to engage all children;
- Using teaching assistants to support children individually or in groups;
- Phonics resources available to all children in the classroom environment. (Continuous provision/outdoor learning opportunities.)

At Pool House Community School, we are committed to teaching a well-rounded curriculum to children of all abilities. Phonics forms part of the well-rounded curriculum and is essential in order to provide a broad and balanced education for all. The class teachers take the ability of children into account when planning and teaching lessons so that learning matches the individual needs of each child. Children can also access learning interventions to ensure they are continuously recapping and applying their learning, where necessary. We encourage all teaching of Phonics to be as practical as possible as well as using games and activities in lessons for children to apply their learning and understanding in a less formal way to other subject areas.

Curriculum Planning

At Pool House Community School, we are currently using Letters and Sounds in combination with the Lancashire KLIPS for English, as the basis of our curriculum planning. This ensures that the appropriate sounds and phases are taught to a high standard.

All plans are annotated with dates and teaching notes. These plans are kept by the class teachers but are to be available for the Phonics subject leader or a member of the SLT to access if needed.

In April 2021, the DFE released a list of validated systematic synthetic phonics programmes. Since this data has been released, we have chosen to buy into Little Wandle Letters and Sounds which is a revised scheme of the original Letters and Sounds. We are currently awaiting training and resources to be delivered to School.

Cross Curricular Links

Phonics naturally contributes significantly to the teaching of English in our school by promoting the core skills of reading, writing, speaking and listening. In addition to this, many subject areas across the curriculum include children accessing their phonetic knowledge through reading of historical resources, writing our experiments in Science and spellings in English.

Assessment

Each class teacher assesses the children's work by making informal judgements during observations in each lesson. It is the responsibility of the class teacher to ensure that children receive feedback regularly and are able to recap any learning that they are unfamiliar with. In some instances, the class TA may teach and assess children they teach in smaller groups and feedback their observations to the class teacher. The class teacher

and TA will work closely together in order to form a judgement based upon the observations of the TA and the content of work recorded. For each phase, the class teacher has access to assessment grids and each term the children will be assessed on their understanding and knowledge of different sounds. This information is kept in the class assessment and curriculum file and passed onto the next teacher at the end of each academic year.

Phonics Screening Check

At the end of year 1, children are expected to complete the Phonics Screening Check which is a test taken in June in a one-to-one setting with the class teacher, member of senior management or the Head teacher. During the Phonics Screening Check, children are asked to read (decode) 40 words. Most of these words are real but some are pseudo-words. Pseudo –words are included to ensure that children are using their decoding skills and not relying on their memory of words they have read or seen before.

The test itself is divided into two sections. In section 1, children are asked to recognise simple word structures and Grapheme Phoneme Correspondences (GPCs) from the earlier phases of the phonics curriculum.

In section 2, children need to recognise GPCs from the later stages of the phonics curriculum. They also encounter graphemes that correspond to more than one phoneme (e.g. the grapheme 'ea' represents different phonemes in the words bread and bead.)

There is no time limit for the Phonics Screening Check. We use practice tests prior to the June test, so children are accustomed to working one-to-one and reading unfamiliar words. We also use real and pseudo-words in our daily lessons so the children are aware to decode words and not to guess the word in front of them. If a child doesn't meet the expected standard, we will work with them to ensure they receive the phonics teaching and support they need. The child will then retake the check the following year. Results are sent out to the children and their parents/carers at the end of the year alongside their summer term report.

Resources

There are resources in school which are accessible for all class teachers and TA's. The subject leader has also comprised resources that are available to all adults in School who teach Phonics. In an annual Phonics audit, the Phonics subject lead always asks staff to request resources that they may need for the following year. The list of requested resources is then reviewed by the Phonics leader and Head teacher and acted on where they feel necessary.

Monitoring and Reviewing

It is the role of the Phonics subject leader to provide support for colleagues, to be informed of developments and for providing direction for the teaching of Phonics in School. The subject leader is also tasked with ensuring that Phonics is taught across the appropriate key stages and year groups and keeping a record of where each year group is up to. The subject leader, assessment leader or member of the leadership team will check the overall

coverage, assessment and accuracy of lessons taught. This will be carried out annually and feedback will be provided to the Head teacher at the end of each academic year, indicating key strengths and weaknesses in the subject within school and areas for development within the future.

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