
**Totley All Saints
Church of England Primary School**

Phonics Policy





Phonics Policy

Our Philosophy:

At Totley All Saints, we aim to provide a caring environment where every child can thrive and is supported to achieve their unique & amazing potential as a child of God. As such, this means that we aim to equip all of our children with a love of learning and an enquiring mind. We place the child & their rights, as written in the UN Convention on the Rights of the Child, at the centre of our school practice. This means that: “All children have the right to an education” (Article 28) & that we must “develop every child’s personality, talents & abilities to the full” (Article 29; John 10:10).

Aims & Objectives

We firmly believe that a love of reading is the key that unlocks the door to all learning. To foster a love of reading in our children, we expose them to a print rich environment on a daily basis from the moment they enter school. Learning to read is, therefore, a priority and begins in FS2 when the children are four years old. As a school we teach synthetic phonics as the initial, and most important approach, to the teaching of reading.

We want all pupils at Totley All Saints to begin their journey of learning to read with confidence, develop a love of reading and apply their skills competently to writing. We use a consistent and structured approach to support a smooth transition as children progress and gain skills, involving parents and giving teachers the flexibility but security to plan to the needs of their cohort.

We aim:

- To ensure a consistent approach, to the teaching of phonics, across school.
- To ensure that children have direct phonics teaching daily, from FS2 to Year 2.
- To deliver phonics in a fun and engaging way which engages all children from whatever background and of whatever ability.
- To ensure that children are given opportunities to use and apply their phonics learning.
- To ensure that all children use phonics, as their first approach, when reading and writing in the early stages.
- To provide children with high quality, progressive reading books that are carefully matched to their individual needs.
- To ensure that all children entering KS2 are secure at decoding unfamiliar texts.

- To immerse children in a print rich environment that is stimulating and characterised by high expectations of success so that the fullest potential of each individual may be achieved.

Curriculum design

At Totley All Saints we begin teaching synthetic phonics in FS2, using the 'Letters & Sounds' programme supported by 'Jolly Phonics' to provide a multisensory approach to underpin learning. As such, Jolly Phonics visuals and actions are used and displayed throughout infants. This consistent approach gives the children reference points, and helps to cue their recognition and recall of graphemes and aid their blending and segmenting for reading and writing.

Our Phonics Programme

FS2 begins Phase 2 of 'Letters and Sounds' in the Autumn term when most children are confidently recognising some letters and are beginning to blend/ segment CVC words. Teachers follow the Letters and Sounds guidance for the order and sequence of teaching by using sets, phases and a review, practice, model, apply approach to individual lessons. This is enhanced by Jolly Phonics to ensure our phonics teaching is embedded in a multi-sensory approach and continues to revise and extend children's phonic knowledge. Children who do not pass the phonics screening test are carefully monitored for their progress and gaps in their learning, and are taught in smaller groups in Y2. Children who continue to struggle with phonics receive intervention in KS2, to ensure they can continue to make progress.

The Letters and Sounds approach:

- Is sequenced so that initial sounds are taught in a specific order.
- Teaches using 'pure' sounds i.e. 'b', not 'buh' as this is central to the ability to recognise sounds in words.
- Teaches blends by declustering them e.g. bl is two specific sounds.
- Teaches children that the number of graphemes in a word always corresponds to the number of phonemes. This supports children's decoding and spelling.
- Letter names are introduced at the same time as phonemes/graphemes.
- Real and pseudo words are used.
- Uses a 4-part structure to each session;
 - 1) Revisit/review – to recap on previously learned phonemes/high frequency words;
 - 2) Teach – to introduce new phoneme(s) by blending and/or segmenting. Blending is for reading, recognising graphemes in a word and blending together the sounds they make to read the word. Segmenting is for writing, identifying the phonemes a word consists of and thinking of which graphemes to use to represent them.
 - 3) Practise – to practise reading and/or writing words with the new phoneme. This can include speaking, reading, writing, playing fun games and ICT games, such as those available on Phoneme Pop, Phonics Play.
 - 4) Apply – to give children the opportunity to apply the sound they have learned within a meaningful context. This could be done in a manner of ways. For example, reading/writing labels, caption & sentences, phonics comics, using word building cards, playing with matching

cards, bingo/lotto games and ICT games with spelling/reading beyond single words, such as Monster Phonics.

How we teach phonics:

- In FS2 & KS1, phonics is taught every morning for 20 minutes. All children in FS2 to Year 2 are split into 6 ability phonics groups, with the majority staying in their own class. The groups range from Phase 2 to Phase 6.
- Book Club / whole class reading also take place in each class daily for 30 minutes, where children read a range of books through guided reading and a carousel of reading activities, or together as a class, focusing on vocabulary and comprehension as well as using their phonics knowledge to read texts.
- Children are assessed each half term and then re-grouped depending on their needs (or sooner if appropriate).
- Children who passed their phonics screening and completed phase 6 on the programme will focus on Year 2 spelling patterns.
- Teaching assistants teach the more able pupils, allowing teachers to focus on pupils on the cusp of ARE and those below.
- In KS2, Children who did not pass the retake phonics screening in Year 2, or who are struggling with their reading, are assessed each half term and are regularly book banded using PM Bench Marking materials.
- Support for these children varies according to their needs (from 1:1 reading, small group guided reading groups using books appropriate to their level to schemes/planned interventions; Rainbow Reading Group, Fuzz Buzz Scheme, The Reading Fluency Project, spelling zappers, individualised spelling lists).
- All classrooms have a grapheme frieze that is used throughout the whole school for children to refer to.
- Year group specific spelling patterns are taught each week and children partake in a weekly spelling test.
- Children are given regular oral feedback that encourages and praises children, as well identifies strengths and gives children areas to develop.

For an overview of progression of learning in phonics see [Progression in Phonics document](#).

For an overview of progression of learning in spellings see [Progression in Spelling documents](#).

EYFS (Early phonics)

In FS2, at Topley All Saints, the environment provides a rich and enabling space for children to pursue interests, practise and develop skills in continuous provision to support learning across the Early Years Foundation Stage Curriculum. Resources are provided to support both the development and application of early sound discrimination and phonic skills. Enhancements are planned by the class teacher, in areas listed below to encourage the development of a particular skill either through additional resourcing and/ or adult support.

Indoor environment:

- A quiet space, for reading and listening including a cosy chair/soft-furnishings for comfort
- Books appropriate for the cohort's age and stage of development, including a picture, rhyme and non-fiction texts
- Technology including interactive whiteboard/ and or cd player.
- Musical instruments
- Rhyming and story character puppets
- Writing areas – including sound cards, assorted papers, ruler, mark making materials
- Painting table/ easel – assorted papers and mark making tools/ different types of paint

Outdoor:

- Writing area, assorted mark making materials for paper and large-scale marks
- Large space for children to explore painting/ chalking and making their own marks
- Water area to explore sound and effects of large-scale movement on sound
- Music wall/ stage, instruments and dance equipment (pom poms and dance ribbons)
- Large phonemes non-slip tiles
- Large graphemes displayed on wall outside for 'target practice'.
- Mud kitchen

In FS2, teachers use English group sessions to model writing ideas and model use of phonics to support their writing and equipment used is left for children to explore freely and alongside adults in continuous provision.

Key Stage 1

Jolly phonics flashcards and grapheme friezes are displayed in all classrooms throughout the infants. These are enhanced with additional learning prompts as children enter phase 5 (alternative pronunciation/graphemes), and phase 6 (adding prefixes & suffixes). Common exception words are also displayed. This is checked during Environment walks.

Parental Involvement

At TASS we recognise the role parental involvement plays in the development of children's skills (Article 5 UNCRC). We believe that a strong Home /School partnership actively promotes progress and achievement. Reading and phonics is an area that many parents are keen to develop early on with their child. To support parental understanding of our teaching of phonics and how to encourage skills at home we:

- Hold reading and phonics workshops in FS2 & Y1 for parents/ carers to learn about how phonics is taught in school and about activities they can do with their child to support their early reading/ phonics.
- Communicate with parents each half-term by a curriculum newsletter & in FS2, send home a phonics book showing the latest taught phoneme(s) and high frequency words, for practise.
- Change reading books weekly, or as soon as the child has finished with their previous book. All books sent home are matched to pupil's reading ability by the use of book bands, including phonetically decodable texts.

- Communicate through reading records/journals or passports so that parents and teachers can send each other messages relating to reading. These are checked by teachers once a week.
- Meet with parents twice a year at consultation evenings to share progress (however, parents can request a meeting in between if they feel they need one).
- Progress is shared with parents and carers in termly progress booklets and our annual report to parents/carers. Strengths and targets are also shared to enable children to be supported at home.

Assessment:

In FS2 & KS1, teachers use 'Phonics Tracker' to assess children on a regular basis to check for gaps in their knowledge. Children are assessed half-termly and their phase of learning is recorded on our school Phonics Tracker Grid. This is monitored by the subject lead, and SLT. When putting children into phonics groups the phase they are secure in, but also areas of phonics they struggle with (such as split sounds) are considered to make sure that they can be supported well.

Children in Year 1 and those who did not pass the phonics screening in Year 2, also do a practise screening from Spring term onwards.

Reading is assessed using PM Bench-marking materials throughout school, for children reading book banded books, and by the use of termly NTS tests. And, pupils are assessed using the Teacher Assessment Framework at the end of KS1, and by SATs papers at the end of KS1 & KS2.

FS2 use the 'Ages & Stages' document working towards the Early Learning Goals.

Accountability

Role of Class Teacher

- To follow the 'Letters & Sounds' programme supported by Jolly Phonics
- To follow the whole school planning & adapt it to suit the needs of the class/group/individual
- To provide high quality & stimulating resources
- To carry out assessments and report data to SLT via Arbor and Pupil Progress Meetings
- To carry out gap analysis to identify next steps of learning
- To respond to feedback from lesson observations, book scrutiny and learning walks

Role of Subject Lead

The Subject Leader is responsible for improving the standards of teaching and learning in Phonics through:

- Monitoring and evaluating:
 - Pupil achievement and progress
 - Provision of English
 - The quality of the Learning Environment
- Taking the lead in policy development
- Auditing and supporting colleagues in their CPD, and purchasing and organising resources
- Keeping up to date with recent developments

Role of Governors

There are designated Reading and Writing Governors, who work closely with the English Leader to monitor an agreed agenda regarding the children's attainment and achievement in reading, writing & phonics. Furthermore, all governors are fully involved in the promotion of this policy in school and receive a termly report on pupils' achievement and attainment including in English which informs them of:

- recent development work
- performance analysis in relation to the School Development Plan
- pupil outcomes in relation to development priorities and their impact upon teaching and learning
- future developments in accordance with the School Development Plan

Inclusion

- At TASS we will ensure that all FS2 & KS1 children receive quality Phonics teaching on a daily basis.
- All children are given equal access to phonics teaching. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details see separate policy for Special Educational Needs
- We will strive to provide a range of activities which reflect the diversity of our society.
- Activities and learning targets will be differentiated to take account of individual abilities and learning styles.
- Gifted children will be identified and suitable learning challenges provided.

Homework

Our curriculum newsletter informs parents of the objectives to be covered each half-term, and weekly word lists for reading and/or spelling are sent home for children to practise. We also encourage parents to read x3 a week with their child.

Monitoring and review

Phonics teaching and learning is monitored in school by the senior management team, governors, the English subject leader, SENCo and class teachers. Monitoring takes place in the form of staff group 'walk-about' to monitor the learning environment and quality of books, display monitoring, planning monitoring, timetable monitoring, work scrutiny, observations, SDP, termly pupil attainment and progress reports and pupil progress meetings.

This policy will be reviewed in 2022, or in line with any curriculum changes should these take place before then.