

Phonics Policy

Quinton Primary School



Approved by:	Headmaster: D Skelcher	Date: September 2020
	Governor:	Date:

Last reviewed in:	September 2020
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Next review due by:	September 2020
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Our school has full commitment to the early, systematic and focused teaching of phonics to all children. At Quinton Primary School, we strive to ensure that all children become successful, fluent readers by the end of Key Stage One; we believe that this is achievable through a combination of strong, high quality phonics teaching combined with a whole language approach which promotes a 'Reading for Pleasure' culture.

Intent

- We are determined that every pupil will learn to read, regardless of their background, needs or abilities.
- Our phonics programme matches the expectations of the English national curriculum and early learning goals.
- We have clear expectations of pupils' phonics progress term by term, from Reception to Year 2, and our phonics programme aligns with these expectations.
- Our sequence of reading books shows a cumulative progression in phonics knowledge that is matched closely to our phonics programme.

Implementation

- We have developed sufficient expertise in the teaching of phonics and reading that ensures consistency from one year to the next.
- The assessment of pupils' phonics progress is half termly and detailed to identify any pupil who is falling behind the programme's pace, so that targeted support can be given immediately.
- Reading, including the teaching of systematic, synthetic phonics, is taught from the beginning of Reception.
 - Teachers and teaching assistants have a clear understanding of how pupils learn to read.
- Teachers and teaching assistants give pupils sufficient practice in reading and re-reading books that match the grapheme-phoneme correspondences they know, both at school and at home.
- Staff read aloud stories, poems, rhymes and non-fiction that develop pupils' vocabulary, language comprehension and love of reading.

Impact

- All pupils, including the weakest readers, make sufficient progress to meet or exceed age-related expectations.
- Pupils are familiar with and enjoy listening to a wide range of stories, poems, rhymes and non-fiction.

Delivery of Phonics Sessions for Nursery to Year 2

We teach Phonics using the Twinkl programme, which follows the weekly planning overview given in the DFE Letters and Sounds programme, but which breaks this down, day by day.

Children in Nursery are taught Phase 1, covering the seven aspects, through a differentiated approach within the setting on a daily basis for ten minutes.

In Year 2, the Rising Stars spelling scheme is used alongside Twinkl to teach Phase 6. The Rising Stars spelling scheme is then used to teach spelling throughout the rest of the school.

For Reception up to Year 2, Phonics is taught in a daily discrete session of 25 minutes.

Each lesson is split into 5 parts:

Revisit and review (go over previous learning)

Teach (new GPC or tricky word)

Practise (activity)

Apply (read or write sentences)

Assessment

Children in Nursery up to Year 2 are grouped for Phonics. Groupings are formatively assessed on a daily basis to ensure that children are in the group which is most suited to their knowledge of Phonics. Summative assessments take place every half term and progress and attainment are tracked and monitored.

Phonics Interventions

Children who are in a group which is lower than where they should be are given extra intervention sessions. These take place twice a week (see intervention timetable).

The aim of intervention sessions is to accelerate these children's progress and therefore to enable them to move up into the next group more quickly.

Children who do not meet the standard in the Year 1 Phonic Screening Check are a continuing focus in intervention sessions as well as being a focus of teachers and teaching assistants in the classroom.

Embedding Phonics

We aim to embed phonics in all lessons. Children are encouraged to have a go at using their sounds when spelling and reading. High frequency words and tricky words are displayed around classrooms to develop independence when spelling. When modelling reading or writing, teachers model the use of phonics to aid decoding and spelling.

Reading Books

Children have their reading books changed/ change their reading books as necessary.

Parents of children in Reception are given advice, on parents' evenings, as well as through a detailed hand out, about the most effective ways to read with their child.

Children read frequently with teachers, teaching assistants and parent reading volunteers throughout the school.

We have a range of texts in KS1 which are phonically decodable and which link to the stage of Phonics which the child is on. Children who are just beginning to learn letter/ sound correspondences use books which do not have words to begin with and are therefore still learning to tell stories.

Once children are secure with Phase 6, they then work through the reading scheme before becoming a free reader. Our scheme combines a range of reading schemes, in order to appeal to all. There is a mixture of genres at all levels- fiction, non-fiction and poetry. To encourage every child to develop a love of reading, the early stages of our scheme include texts which are still Phonics based, but which appeal to older readers, to bridge the gap between KS1 and KS2.

Once completing the scheme, children become free readers, and are able to, with guidance, select their books from their class library.

Throughout our school, the books which children have read are tracked to ensure thorough coverage. Tracking works its way up the school with each child, in order to provide continuity between year groups.