

Sacred Heart Hindsford R.C. Primary School

Phonics Policy



Policy written by N. Worrall

Phonics Lead

Summer 2021

Accepted by Governors:

J. Carter

signed (chair)

S. M'Dermott

signed (Head)

Shared with staff: date:

Summer 2021

By living out our Catholic faith

TOGETHER

we ENCOURAGE

and ACHIEVE

"I have called you by name"

Approaches to Phonics:

At Sacred Heart, we believe that phonics teaching should be:

- Systematic
- Discrete
- Interactive
- Practical
- Engaging

Teaching and Learning:

Our children are provided with a variety of opportunities to develop and extend their phonics skills in and across, Reception and Key Stage 1. It will also be continued into Key Stage 2 where necessary to support those children who do not yet have the phonic knowledge and skills they need to access the whole curriculum.

Planning:

The school follows the systematic approach laid out in Letters and Sounds (DfE 2007). Staff follow weekly plans for phonics which ensure progression and effective, high quality teaching.

Lessons:

Discrete phonics lessons take place daily across Reception and Key Stage 1 (4 phoneme lessons and one tricky word lesson). All lessons follow the structure of 'Review, Teach, Practice, Apply' to ensure that children are consolidating phonic knowledge and skills over time and that they are able to apply them in context. Consequently, wherever possible, links between phonics knowledge and understanding are made to learning in both Reading and Writing. These lessons proceed at pace and incorporate a wide range of practical and interactive activities to engage the children. Activities are carefully chosen to ensure that children develop their skills in aural discrimination and phonemic and rhyme awareness, blending and segmenting as well as grapheme phoneme correspondence. In phonics lessons, decodable words are always written and displayed in green and tricky words are always written and displayed in red.

Classes:

Children are grouped according to their phonic knowledge which is assessed by the class teacher. Wherever possible we try to adopt a "keep up, catch up" approach.

Resources:

All teachers have access to a range of resources which are appropriate for the level at which the children are working. These resources can be added to continuous provision so that children can independently practise and apply their learning. There should also be age and phase appropriate displays in both Early Years and Key Stage 1 classrooms (following our whole school Environment For Learning scheme).

Intervention:

Children who still need extra support to develop their phonic knowledge across Key Stage 1 and 2 are identified and targeted for intervention. For some children, Soundwrite® will be used as an intervention programme. This is usually under the advice of the TESS team.

Assessment:

Assessment is regarded as an integral part of teaching and learning and is a continuous process. We strive to make our assessment purposeful, allowing us to match the correct level of work to the needs of the pupils, thus benefiting the pupils and ensuring progress. It is the class teacher's responsibility to keep track of the progress made by all children in their class, regardless of their phonic group.

Assessment for Learning:

We continually assess our pupils and record their progress. Information for assessment is gathered in various ways: by talking to children, asking questions, observing their work, setting specific tasks.

Assessment of Learning:

The attainment and progress of children in phonics is assessed regularly across the year, both discretely at the end of each phase and through Reading and Writing assessments. At the end of Year 1, children participate in the phonics screening check which assesses their knowledge of grapheme phoneme correspondence and their skills in blending. This information is submitted to the LA. Those children who do not succeed in the phonics screening check are highlighted for further intervention and targeted support before completing the screening check again at the end of Year 2. For children who do not succeed a second time, provision is made for them to receive intervention and targeted support in Key Stage 2.

Feedback:

Children are provided with constructive and timely feedback in lessons. Teachers provide parents with feedback on their child's progress and achievement at parent's evening and through the end of year report. Assessment information is also passed onto the next teacher as part of transition between year groups.

Organisation:

The Phonics Leader is responsible for Phonics through the school.

This includes:

- Ensuring continuity and progression from year group to year group.
- Providing all members of staff with guidelines and a scheme of work (Letters and Sounds) to show how aims are achieved and how the variety of all aspects of phonics is to be taught
- Advising on in-service training to staff where appropriate.

- Advising and supporting colleagues in the implementation and assessment of phonics throughout the school.
- Assisting with the requisition and maintenance of resources required for the teaching of phonics, within the confines of the school budget.
- Monitoring the quality of teaching and learning in phonics across the school.

The class teacher is responsible for:

- Ensuring progression in the acquisition of phonic knowledge and skills with due regard to the National Curriculum for English.
- Developing and updating skills, knowledge and understanding of phonics.
- Identifying needs in phonics and take advantage of training opportunities.
- Keeping appropriate on-going records.
- Planning effectively for phonics, liaising with phonics leader when necessary.
- Ensuring phonic skills are applied consistency across the curriculum.
- Informing pupils and parents of their progress, achievements and attainment.

Inclusion

All children have equal access to the curriculum. We will ensure that phonics is accessible to pupils by:

- Setting suitable learning objectives.
- Responding to the variety of learning styles.
- Overcoming potential barriers of individuals and groups.

This is monitored by analysing pupil performance throughout the school to ensure that there is no disparity between groups.

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Date: Summer 2021

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