

Sacred Heart Primary School

Phonics Policy



Policy written by: N. Worrall – Phonics Leader

Accepted by Governors: May 2022

Shared with staff: May 2022

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 in the 3 c's:

- Commitment;
- Consistency;
- Creativity.

Teaching and Learning:

Our children are provided with a variety of opportunities to develop and extend their phonic skills in and across, EYFS and Key Stage 1. Where necessary, Phonic teaching can be continued in Key Stage 2 to support those children who do not yet have the phonic knowledge and skills they need to access the whole curriculum.

Planning:

Our school follows 'Supersonic Phonic Friends' which is a DfE validated systematic, synthetic phonics programme. All staff, follow weekly plans for phonics which ensures progression and effective, high quality teaching.

Lessons:

Discrete Supersonic Phonic Friends lessons take place daily across EYFS and Key Stage One. All lessons follow the structure of 'Review, Teach, Practice, Apply (Supersonic Phonic Jobs)' to ensure that children are consolidating phonic knowledge and skills over time and that they are able to apply them in context. Lessons proceed at pace and incorporate a wide range of practical and interactive activities to engage the children. In all lessons, children have the opportunity to develop a wide range of phonic skills including: aural discrimination, phonemic and rhyme awareness, segmenting and blending and grapheme phoneme correspondence.

Classes:

Children are taught in their classes (by either the teacher or teaching assistant) and they are grouped according to their phonic knowledge, which is assessed by the class teacher. Pre-teach and post-teach will be used for children who require additional support.

Resources:

All staff have access to the Supersonic Phonic Friends interactive lesson PowerPoints and activities plus a range of practical 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. All EYFS and Key Stage One classes should have an appropriate Supersonic Phonic Friends display (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 (Phonic Bursts). For some children, Soundwrite®, Toe by Toe® and Word Wasp® will be used as an intervention programme. This is always 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. Class teachers are responsible for updating their Supersonic Phonic Friends tracker.

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 and 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 consistency in phonic teaching;
- Ensuring continuity and progression from year group to year group;
- Providing all members of staff with guidelines and signposting to where planning and resources can be found on www.supersonicphonicfriends.com;
- 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.

Monitoring and Review

Phonics Leader: N. Worrall

Date: May 2022

Review date: May 2024