

English Martyrs Catholic Voluntary Academy

Phonics Policy



“We grow and learn, with the gifts we have been given, following in the footsteps of Jesus.”

Approved by: Head
teacher

Date: October 2022

Last reviewed on:
October 2022

Next review due by:
October 2023

Rationale

At English Martyrs we aim to provide children with the necessary skills to communicate creatively and imaginatively, therefore enabling them to succeed in the wider world. We believe this is achievable through a combination of strong, high quality, discrete phonics teaching combined with a progressive and high-quality reading programme.

This policy is aimed at reinforcing a consistent, high-quality approach to the teaching of phonics across foundation stage, key stage one and on into key stage two for children who still need this further intervention.

Intent

- To provide consistent, high quality phonics teaching that ensures all children have a strong foundation upon which to tackle the complex processes of reading and writing.
- To ensure that the teaching of synthetic phonics is systematic and progressive throughout the foundation stage, key stage one and key stage two for those children needing interventions to support phonetic knowledge and understanding.
- To ensure that children have sound phonetic knowledge, understanding and skills so that they can decode words confidently and engage with higher order reading and writing skills.
- The Twinkl Phonics Programme intends to not only provide children with opportunities to develop the knowledge, skills and understanding essential for reading and writing, but also, to develop each child’s confidence, resilience and engagement in phonics lessons and a love for reading and writing.

Aims

- To teach children aural discrimination, phonemic awareness and rhyme to aid reading, writing and spelling development.
- To encourage the use segmenting and blending so that decoding skills provide a sound foundation for reading, writing and spelling.
- To ensure children enjoy using words and language progressing from 'learning to read' to 'reading to learn'.
- To ensure children use phonic awareness across the curriculum.
- To ensure that children know the 44+ phonemes within the English language.
- To ensure that children recognise the graphemes within words and associate them with the appropriate phoneme when reading.
- To ensure children are taught strategies to identify and decode 'tricky words' within the English language.
- To ensure children are prepared for summative testing (SATS and Year 1 Phonics Screening Check)

Implementation - Curriculum, Teaching and learning Guidance:

At English Martyrs we teach phonics through a systematic synthetic phonics programme, Twinkl Phonics. The Twinkl Phonics programme sets out a clear progression for each level with set sounds and tricky words to teach each week. There are tracking documents which allow headteachers, senior leaders, teachers and practitioners to track pupil's progress. It provides opportunities for data analysis and encourages discussions around pupil progress, group progress, future learning and misconceptions, enabling schools to respond and adapt teaching within the programme to provide additional support and challenge to pupils. The dynamic and engaging materials delivered in the daily planning within Levels 2-6 ensure a clearly defined structure to the teaching of phonics. The direct teacher-led lessons enable all learners to develop and apply new skills while also providing opportunities to further apply these skills within fun and engaging activities and through continuous provision. The teaching PowerPoints, stories, games, additional texts and toolkits are meticulously planned to allow children to apply and practise phonics skills. They also offer opportunities to challenge learners and provide support to teachers and parents. Teacher guides and extra CPD for each stage are provided to allow teachers and adults working with children to feel confident in their own subject knowledge, knowing they are fulfilling the national phonics criteria and enabling each child to achieve their potential.

Reception

In Reception, children will be introduced to Phonics starting at level 2. Phonics will be taught through a daily session building up to 20-30 minutes by the end of year. Opportunities are also provided throughout the learning environment daily for children to develop and extend their phonic skills. A phonics display is used to show children previous and current phonics learning. Reading books are introduced that are related to the individual child's phonic level.

Key Stage One

Throughout Key Stage One, phonics will be taught through a daily session lasting 30 minutes which will also include group reading. There are a range of phonics-based activities provided throughout the classroom provision to build up to one hour of phonics per day. Reading books that are sent home are explicitly linked to the child's phonic stage/phase. Children not working at age related expectations are supported in class

by Teaching Assistants and Teachers through quick catch-up phonics sessions which are taught throughout the day.

In Year 2, children who did not achieve the Phonics Screening Check or who are not secure at early level 5 will complete specific teaching to close their phonics gaps in relation to specific sounds in the Autumn term. This can be in relation to teacher assessment or phonic screening check results.

Expectations of Progression:

EYFS

Term 1 and 2 – Level 2

Term 3 and 4 – Level 3

Term 5 and 6 – Level 4

Year 1

Term 1 – Recapping level 3 and 4

Term 2-6 – Level 5

Year 2

Term 1 – 6 – Level 6

Key Stage Two

It may be necessary for some individual children to be accessing intervention in connection with reading and spelling. After screening carried out by the class teacher and SENDCO- specific provision will be identified eg. Taming Tricky Words, Precision teaching and specific phonics intervention (Codebreakers). This will be reviewed regularly as part of pupil progress consultations.

Screening Check

All year one children take the 'Phonics Screening Check' - a statutory assessment required by legislation. Parents are informed of the outcome from the phonics screening check in end of year reports. Those who do not meet the pass mark will be given support and intervention programmes in year two to provide them with sufficient knowledge and understanding to re-take the 'Phonics Screening Check' and obtain a pass mark. Those children who do not obtain the required level set by the 'Phonics Screening Check' for a second time will access appropriate intervention detailed above.

Planning high-quality phonics teaching

It is imperative that phonics and spelling is taught systematically and discretely and that phonics is the prime approach used in the teaching of early reading. Phonics in English Martyrs is taught using the format of review and revisit, teach, practise and apply and is planned and taught separately to English.

High-quality teaching is most effective when:

- It is part of a rich, broad and engaging curriculum that allows children to become independent and creative thinkers.

- Opportunities are provided throughout the curriculum to develop and secure their growing speaking, listening and language skills as well as at home (e.g. appropriately levelled reading books).
- It is systematic, following a carefully planned programme.
- It is taught discretely and daily at a suitable pace.
- It is multi-sensory and uses a variety of captivating and challenging games/activities and strategies.
- It is time-limited so that the majority of children are confident readers by the end of Key Stage One.
- Children's progress in developing and applying their phonic knowledge is carefully assessed and monitored.

Parental Support

We encourage parents to support their children to develop the skills needed for reading at an age-appropriate level and to foster a love of reading with their children. Reading diaries are used across the school for recording information and an expectation of reading at least three times a week with their child is made clear in our home school agreement. Phonic based workshops are provided for EYFS parents in term 1 and in term 1 and 4 for year 1 parents.