

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: Headteacher **Date:** 16.11.21

Last reviewed on: November 2021

Next review due by: November 2022

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 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.

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. We teach five different phases of phonics beginning with environmental sounds and then moving through a range of grapheme phoneme correspondences. Each phase builds on the skills and knowledge of the previous learning. They are also taught to read and spell 'tricky words', which are words with spellings that are unusual or that children have not yet been taught. When they are ready, children progress from books without words to simple stories with words and sounds.

Reception

In Reception, children will be introduced to Phonics starting at Letters and Sounds Phase 1. Phonics will be taught through a daily session lasting between 20-30 minutes. Opportunities are also provided throughout the learning environment 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 phase.

Key Stage One

In Year 1 and 2, children are taught as a whole class. Throughout Key Stage One, phonics will be taught through a daily session lasting 30 minutes which will also include group reading. 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 Teacher 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 Phase 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 – Phase 1

Term 3 – Phase 2

Term 4 – Phase 3

Term 5 and 6 – Phase 4

Year 1

Term 1 and 2- Recap phase 3 sounds and Phase 4

Term 3 onwards- Phase 5

Term 5- Phonics Screening Check preparation

End of Year 1- secure Phase 5

Year 2

Term 1- Consolidation of Phase 5

Term 2-6 – Spelling, Grammar and Punctuation year 2 objectives.

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 teaching. 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.

Planning for phonics will be done separately from English but with the understanding that good phonics teaching should link to the literacy needs of the children within an English lesson and across the curriculum. Separate phonics planning needs to be detailed on the agreed format following, review and revisit, teach, practise and apply.

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 3 and in term 1 and 4 for year 1 parents.