

Pinchmill Primary School

Phonics Policy

Intent

At Pinchmill Primary School we believe that the teaching of phonics plays an essential role that equips children with the necessary skills for reading, writing and spelling. We aim to teach high quality phonics to ensure that all children have the best possible start in literacy, and that the majority are confident readers by the end of Key Stage 1. We regard it as essential that we respect the language and experience of the individual and endeavor to meet their needs, regardless of gender, age, ethnicity, academic or physical ability. High quality phonic teaching secures the skills of decoding which leads to improved word recognition and enables children to read independently with understanding. This will result in children being able to read for pleasure, undertake research and develop their comprehension skills.

The principle objectives of the teaching and learning of phonics are to enable all children to access reading and writing at an age appropriate level. For this to happen it is integral that we ensure:

- A consistent whole school approach is applied to teaching phonics throughout Reception and KS1 and in KS2 as an intervention and / or where appropriate to promote early reading skills for children new to English.
- Rigorous planning, assessment, monitoring and tracking.
- Quality first teaching to support motivation.
- All staff have received the necessary training to deliver the phonics programme. At Pinchmill Primary, we use the SoundsWrite Phonics Programme. SoundsWrite is a quality first phonics programme that offers the classroom teacher an instructional and prescriptive method that works because it is a structured, multi-sensory, incremental and coordinated approach to teaching children to read and spell.

Implementation

Planning

- All Reception and key stage 1 children will have daily instruction in dedicated phonic lessons which last 25 minutes.
- The class teacher is responsible for planning using the SoundsWrite programme.
- Intervention groups will target the needs and ability of the children and make effective use of teaching assistants.
- Lessons will be fast paced and provide children with appropriate tasks to demonstrate their learning using the SoundsWrite support materials.
- A separate weekly plan will document the sounds that should be revised and those which should be introduced, according to the needs of the different groups of children.
- Planning should include high frequency words that children will be introduced to alongside phonics teaching.

- Planning should include nonsense words to determine how well children can blend and segment phonetically.

Within Reception and Key Stage 1, planning should reflect and build on prior learning. Staff must ensure that all children are given sufficient exposure to the letter sound correspondences that will be presented to them in the Year 1 phonics screening assessment, where children must use their phonic knowledge to correctly read 32 words in order to pass. If children do not achieve the allotted pass rate, they will receive targeted intervention before retaking the test in Year 2. Children will be matched to an appropriate book level that matches their phonic knowledge. The school has adopted the Dandelion reading scheme in Year R and Year 1 that complements the SoundsWrite programme. Other reading schemes supplement the reading scheme as children progress to allow a greater choice of genre, reading styles and to encourage fluency when reading. In year 2, children who are required to re-sit the Phonics Screening check are to receive daily phonics tuition. Additional methods of learning to read successfully are taught; children will engage in a small-group, weekly guided reading session, in preparation for the requirements necessary to meet the SATs. Key stage 2 children and children new to English receive phonics as an intervention where appropriate.

Teaching and Learning

- The approach to the teaching of phonics across the school will be consistent; and can demonstrate clear progression of skills and knowledge.
- When teaching a new sound, ensure children are seeing how the sounds are represented in written form through adult modelling and through opportunities to practice writing in the air and on whiteboards. In addition, one piece of phonics based written work should be recorded in literacy books each week.
- Ensure every lesson gives children opportunities to see, say, blend and segment sounds to make words.
- Use fingers to segment sounds and make sure you show the blend.
- Most lessons will be completed on whiteboards. Children will have phonics books for recording any written work.

Resources

- Copy of the SoundsWrite manual and supplementary materials booklet in each classroom through which to deliver the programme using a systematic approach.
- Initial Code and Extended Code interactive whiteboard presentations on all Smartboards.
- Two SoundsWrite Resource Kits designed to facilitate one-to-one and small group intervention work.
- Flashcards, magnetic letters and whiteboards
- Dandelion reading scheme which matches the Sounds~Write units.
- Supplementary materials available as PDF downloads from SoundsWrite.

SEND

When a child is identified as having SEND, the school will take action to remove barriers to learning and put effective special education provision in place. The support put in place will vary according to the needs of the child. A Personal Progress Plan will be put in place which outlines the type and frequency of

the provision needed to achieve. This will be monitored by the class teacher with support and advice from the SENCO (see the Additional Support Provision Map).

Remote Learning

In line with government guidance, all the curriculum content will be made available to remote learners. All literacy content is available on daily PowerPoints that can be accessed by a link from the Pinchmill Primary website as and when needed. Any accompanying worksheets will be available via that link also. Children are encouraged to join the class via a Zoom link sent by the class teacher.

Impact

Assessment, Recording and Reporting

On-going formative assessment will be used by the class teacher and teaching assistants to determine how successful the children have been in their ability to recognise and write graphemes, orally blend and segment words and their ability to read and spell phonetically regular words. Formal assessment will take place each half term for intervention groups and termly for whole class to reflect what has been taught and to monitor success. Teachers will record, track and analyse results in order to assess the progress and understanding of individuals and to adapt plans and intervention groups where necessary. Assessment results will be shared with the Head Teacher and the Literacy Subject Leader. Formal assessment is in addition to the on-going use of formative assessment to inform planning, intervention and teaching.

Management

The Literacy Subject Leader will monitor and evaluate the planning and teaching of phonics within the school through observations, scrutiny of work, displays and on-going discussions with class teachers. All teachers and LSA's will receive SoundsWrite training to ensure that lesson delivery is a high quality and consistent with the school phonics policy. All teachers and LSA's will receive in-house CPD refresher training. This will be delivered at staff meetings or as part of INSET training by the literacy coordinator.