



## **William Law CE Primary School**

### **Phonics Policy**

Policy shared with staff on 26/01/2017 by intranet

Policy confirmed by the Governing Body of William Law CE Primary School on:

Date: 26<sup>th</sup> January 2017

Signature: Sue Bennett

Policy to be reviewed in: January 2020

*This policy is written in line with the Christian values and ethos of our school*

## Phonics Policy

### 1. Aims

- To teach pupils aural discrimination, phonemic awareness and rhyme awareness in order to encourage good spelling.
- To encourage repetition and consolidation, so that spelling becomes automatic.
- To encourage pupils to segment and blend.
- To learn to read and write all 44 graphemes in the English language.
- To teach pupils specific strategies to help them remember tricky words.
- To ensure that the teaching of phonics is lively, interactive and investigative.
- To encourage pupils to apply their phonic skills in all curriculum areas.

### 2. The Curriculum

**Reception** - To teach Letters and Sounds daily for up to 20 minutes from the pupil's start date. To differentiate the groups to ensure pupils are reaching their full potential and support given is appropriate. All pupils to have completed phase 2,3 and 4 by the end of the year and be ready to start phase 5 in Year One.

**Year One** - To teach Letters and Sounds for up to 30 minutes x4 a week. To differentiate the groups to ensure pupils are reaching their full potential. For all pupils to have completed phase 4 and 5 by the end of the year and be ready to start phase 6 in Year Two.

**Year Two** - To teach Letters and Sounds three times a week for up to 30 minutes. Interventions put in place for pupils who have not passed the Year One Phonics Screening Test. To differentiate the groups to ensure pupils are reaching their full potential. For all pupils to have completed phase 6 by the end of the year also to regularly revisit the sounds and tricky words learnt throughout the Letters and Sounds programme.

**Year Three** – Intervention groups should take place for pupils who have not completed the required level.

### 3. Teaching and Learning Styles

The School uses the Letters and Sounds document. Our principal aim is to develop the pupil's phonological awareness, ability to segment and blend words and read tricky words on sight- to become fluent readers! Our teaching at all levels should include:

- Teacher exposition
- Whole class, group and individual work
- Tricky word vocabulary

#### **4. Phonics Planning**

Whole class teaching of phonics is planned for. This format includes the revisit/ review- teach- apply- assessment sections recommended by the Letters and Sounds document. All Early Years and Key Stage One classes split into differentiated groups for phonics sessions – each teacher plans for their own group and any teaching assistants who lead phonics groups will have plans provided for them by the class teacher.

#### **5. Differentiation**

We aim to encourage all pupils to reach their full potential through the provision of varied opportunities to access phonics. We recognise that our phonics planning must allow pupils to gain a progressively deeper understanding of the phonetic structure of the English language as they move through the School to ensure all pupils are provided with the key tools needed to become a fluent reader. Careful thought will be given to the provision of appropriately structured work for pupils with SEND, often through intervention groups or those exceeding age related expectations through enrichment. The School has a variety of strategies to enable all pupils to have increased access to the curriculum through a broad –based, multi-sensory, visual, auditory and kinaesthetically planned phonics sessions.

#### **6. Assessment and Reporting**

Opportunities for assessment will be identified in planning. At the end of each phase in Letters and Sounds pupils will be assessed on their progress and put into groups accordingly. Pupils are assessed termly using assessment grids. The class teacher will decide which phase the pupil should start to be assessed at and if they achieve a high result on the assessment grids they will proceed to the next phase; and vice versa if they do not achieve well. The teacher will pass on this tracking grid to the next teacher for the following academic year. Staff will also hold meetings with parents and written annual reports are forwarded to parents in the summer term.

#### **7. National Phonic Screening**

All pupils in Year One will be screened using the National Assessment materials in Term 6, end of June. If the pupils in Year One fail the screening they will be retested when they are in Year Two. This data will be submitted to the Local Authority.

This policy will be reviewed every 3 years by the Phonics Subject Leader.