



**THE PIGGOTT  
SCHOOL  
Charvil Piggott Primary  
School**

*'....to be a school which inspires and encourages the highest achievement'*

**PHONICS POLICY**

**PRIMARY SCHOOL**

**Date last reviewed: January 2018**

**Responsibility: Deputy Head (Primary) and Lead Governor for Standards, Achievement, Learning and Teaching**

**Review Period: Annually**

**THIS POLICY WILL HELP THE SCHOOL TO FULFIL ITS AIMS BY:**

1. maintaining high standards of work and raising achievement.
2. having a positive impact on pupils' attitude, motivation and self- esteem.
3. providing parents with information to allow them to support their child.

**THE OBJECTIVES OF THIS POLICY WILL BE TO ENSURE THAT:**

1. children progress in their phonic knowledge through daily phonic sessions.
2. phonics is being promoted as a tool to help children decode words to read and spell.
3. children are being encouraged to use and apply their phonic knowledge in independent work and guided reading.
4. children's progress should be assessed through observations during phonics sessions and through phonics assessments either at the end of a phase or half term. Mock screening checks will take place in November and March for those children in Y1 and Y2 preparing for the Phonics screening check.

**PRINCIPLES WHICH GUIDE THE SCHOOL'S APPROACH TO PHONICS**

Phonics should:

- Teach pupils aural discrimination, phonemic awareness and rhyme awareness in order to encourage good spelling.
- Encourage repetition and consolidation, so that spelling becomes automatic.
- Encourage pupils to segment and blend.
- Enable children to write all graphemes for the 44 phonemes.
- Teach pupils specific strategies to help them remember tricky words.
- Ensure that the teaching of phonics is lively, interactive and multi-sensory.
- Encourage pupils to apply their phonic skills in all curriculum areas.

Approved by the SALT Committee: 11<sup>th</sup> March 2019

Noted by the FGB: 15<sup>th</sup> May 2019

## **The school approach to Phonics**

### **The Phonics Curriculum**

All children across EYFS and KS1 are placed into phonics groups based on teacher assessments so that each individual child can reach their full potential and support can be given where appropriate.

**EYFS**– To teach the Letters and Sounds daily for 15 minutes followed by practise and reinforcement activities using multi-sensory equipment. When children are ready they will learn to apply their phonics in their writing with the class teacher. We aim for all pupils to have completed Phase 3, moving into Phase 4 in preparation for Year One.

**Year One** – To teach Letters and Sounds daily for 20 minutes, including time for children to sound out and blend for reading and application into writing. This will continue to be taught through a multi-sensory approach. We aim for all pupils to have completed Phase 4 and 5 ready for the start of Phase 6 in Year 2.

**Year Two** – To teach Letters and Sounds daily for 20 minutes. We aim for all pupils to have completed phase 6 by the end of the year, whilst also regularly revisiting the sounds and tricky words learnt throughout EYFS and Year One.

**KS2** – further interventions to run for pupils who have not completed phase 6.

In the school we recognise the impact good phonics teaching can have on children learning to read and write, but we see it as part of a rich Literacy curriculum. Children are exposed to a wide variety of books and texts to encourage their love of reading.

### **Organisation**

- Phonics sessions are taught by class teachers and teaching assistants.
- Learning outcomes and support are differentiated, based on the needs of children working on different phonics phases.
- Teaching assistants support key children during the phonics session as well as conducting intensive interventions, if needed, in order to progress and develop understanding.

### **Phonics Planning**

- Planning should be split into four sections (Revisit and Review, Teach, Practice, Apply) and include differentiated learning outcomes based on the needs of the children in the class.
- Activities should be as interactive and creative as possible, in order to maintain children's interest and enable all children to be engaged.
- All Phonics resources are kept in the corridor between the Year One and Year Two classrooms. These resources are organised by Phases. It is the responsibility of the person using the resources to return these to the relevant Phase box after use.

### **Consistent strategies**

- Staff should model segmenting words using phoneme fingers and blend words by either blocking words together or stretching words out of the mouth.
- Phonics grids should be provided in writing areas to provide visual support when writing.
- Each Key Stage One classroom should have a phonics area and/or interactive display within their continuous provision.
- Staff must maintain the use of correct language during phonic sessions and encourage the children to do the same whilst also translating into child friendly understanding i.e. explaining that a phoneme is a sound.

### **Differentiation**

- Careful thought will be given to the provision of appropriately structured work for pupils with SEND. All other children will be taught at the age appropriate level to ensure they are able to reach the expected standard at the end of each year group.

Approved by the SALT Committee: 11<sup>th</sup> March 2019

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## **Assessment**

- Formative assessment by the class teacher will be carried out weekly to ensure progress is made by every child.
- Class teachers will update phonics tracking sheets for each child each term and pass on to the next teacher for the following academic year.

## **National Phonic Screening**

- All pupils in Year One will be screened using the National Assessment materials in Term 6.
- In preparation for the Phonics Screening Check, pupils will take part in 1:1 mock screening checks in November and March, prior to the National Assessment.
- If the pupils in Year One do not pass the screening check they will be retested when they are in Year Two.
- This data will be submitted to the Local Authority.

## **Training**

- New members of staff will receive Phonics training from the Literacy Co-ordinator within the first half term of starting at Charvil Primary School.

## **Parent information**

- All parents will have the opportunity to attend a Phonics meeting when their child starts at Charvil Primary School in EYFS.
- Information on Phonics can be found on the school website, with videos and Power-points of the terms used for Parents to support their children at home.

## **Monitoring and reviewing**

- The Literacy Co-ordinator will undertake Phonics learning walks and/or formal observations to ensure that the teaching of Phonics is of the highest quality.
- Feedback will be given to the relevant members of staff in a timely fashion.
- The Literacy Co-ordinator and the Deputy Head will ensure that all members of staff feel confident and supported in the teaching of Phonics.
- There will be staff meeting opportunities for staff to share good practice and ideas as and when this is needed/appropriate, in order to support the development of outstanding teaching and learning.

## **Additional resources**

- The Phonics play website and the Letters and Sounds website will be used to support learning