

Great Corby School



**GREAT CORBY SCHOOL & NURSERY**

# **Phonics Policy**

**2017 – 2020**

**APPROVED BY <sup>1</sup>:**

**Name:** K Williamson

**Position:** Headteacher

**Signed:** *K Williamson*

**Date:** 13.4.18

**Review Date <sup>2</sup>:** Apr 2020

<sup>1</sup> The Governing Body is free to delegate the approval of this Policy to a Committee of the Governing Body, an individual Governor or the Head teacher

<sup>2</sup> The Governing Body are free to determine the review frequency of this Policy

This policy should be read in conjunction with our English policy.

At Great Corby School, we recognise that secure phonics skills form an effective starting point for reading and spelling.

## **Principles**

The simple view of reading is ‘word recognition’ and ‘language comprehension’. High-quality teaching of phonics is essential if children are to be in a strong position to decode words and learn skills which, once mastered, enable them to read fluently and to concentrate on the meaning of the text. We teach phonics systematically and discretely as the prime approach in the teaching of early reading. Phonics skills can also be used to learn key skills in spelling. Our phonics teaching is characterised by a planned structure (revisit, review, teach practise and apply).

Beginner readers are taught:

- Grapheme–phoneme correspondences in a clearly defined, incremental sequence.
- To apply the highly important skill of blending (synthesising) phonemes in the order in which they occur.
- The use of sound buttons supports the children’s recognition of graphemes when reading and writing and these are used as a key teaching strategy.
- To apply the skills of segmenting words into their constituent phonemes to spell words using sound buttons where appropriate.
- That blending and segmenting are reversible processes.

High quality phonics teaching involves:

- A broad and rich curriculum that engages children in a range of activities and experiences to develop their speaking and listening skills and phonological awareness.
- A multi-sensory approach encompassing visual, auditory and kinaesthetic activities to enliven core learning.
- Systematic teaching which follows a carefully planned programme with reliability, reinforcing and building on previous learning to secure children’s progress.
- Discrete and regular (at least 4 days a week) teaching at a brisk pace.
- Opportunities to reinforce and apply acquired phonic knowledge and skills across the curriculum and in such activities as shared and guided reading.
- An emphasis on the precise enunciation of phonemes.
- Careful assessment and monitoring of children’s progress in developing and applying their phonic knowledge.

## **Letters and Sounds**

Letters and Sounds is the main programme used by our staff. It is designed to help practitioners to teach children how the alphabet works for reading and spelling. Letters and Sounds is a time limited programme of phonics work aimed at securing fluent word recognition skills for reading by the end of Key Stage 1 and as an intervention programme in Key Stage Two, Support for Spelling can also be used to supplement this. The six structured phases are followed to accompany the pace and progression of the core group. Extension

groups and/or support groups may be supported in ability groups by the class teacher/ TA. Letters and Sounds can also be supplemented by the use of Jolly Phonics, Spelling Bank and Phonics Play.

### **Organisation of Phonics**

Phonics is taught as a discrete daily lesson (a minimum of 20 minutes) throughout the Foundation Stage and Key Stage One. In Key Stage Two, we use an intervention programme for those children who have not accomplished phase five or six in Y2.

### **Expectations**

We expect 100% of our children to pass the phonics progress check by the end of year 1. (Excluding SEN as appropriate).

### **Planning and Assessment**

In EYFS, KS1 (and KS2 where necessary), teachers/teaching assistants assess the children every lesson before planning/adapting phonics for the next day to ensure that the progress made is at least good. There is also an assessment at the end of every phonic phase. The children in KS1 (and KS2 where necessary) also partake in regular spelling tests so that their learning can be assessed. The Head Teacher will monitor attainment each term. The class teachers are responsible for their children's progress.

### **What do we do if we feel a child is not making progress?**

Children who are struggling to acquire the vital skills of blending and segmenting should be given as much help as possible. Staff must consider whether the child has hearing difficulties in which case parents and/or SENCO should be informed. If after two consecutive half terms of additional support there is still inadequate progress, the class teacher should use his/her professional judgement to consider producing an IEP.

### **Training**

New members of staff (class teachers and teaching assistants) should be offered training as part of an induction programme. This will most likely be internal. Existing members of staff should also have access to further training to keep knowledge up to date and relevant.

### **Use of Teaching Assistants**

Teaching assistants play an extremely important part in the teaching of phonics and need access to high quality training. They follow the key principles as outlined in this policy and the use of the Letters and Sounds program.

### **Inclusion/Equality Statement**

We believe that all our children are entitled to high quality phonics teaching, regardless of ethnic origin, gender, class, aptitude or disability.