

BROOMFIELD SCHOOL – PHONICS POLICY

AIMS

- To establish the consistent practice and shared commitment to the planning and teaching of high quality phonics and spelling throughout the school.
- To differentiate phonics and spelling work according to the needs of pupils, so that all pupils are given sufficient challenge at a level at which they can experience success.
- To give children strategies that will enable them to become fluent readers and confident writers.
- To develop effective monitoring and assessment systems that ensure progression and early identification of difficulties resulting in appropriate intervention.

PRINCIPLES OF HIGH QUALITY PHONICS WORK

The New Curriculum 2014 and previous research undertaken such as the Rose Report makes it clear that 'high-quality phonic work' should be taught systematically and discretely as the prime approach used in the teaching of early reading.

Beginner readers should be taught:

- grapheme–phoneme (letter – sound) correspondences in a clearly defined, incremental sequence
- to apply the highly important skill of blending (synthesising) phonemes in the order in which they occur, all through a word to read it
- to apply the skills of segmenting words into their constituent phonemes to spell
- that blending and segmenting are reversible processes
- to read and spell tricky and high frequency words that are not phonetically regular.

High-quality phonic work will be most effective when:

- It is part of 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
- It is multi sensory, encompassing simultaneous visual, auditory and kinaesthetic activities to enliven core learning
- It is systematic, following a carefully planned programme that reinforces and builds on previous learning to secure children's progress
- It is taught discretely and daily at a brisk pace
- There are opportunities to reinforce and apply acquired phonic knowledge and skills across the curriculum and in such activities as shared and guided reading
- Children's progress in developing and applying their phonic knowledge is carefully assessed and monitored.

TEACHING

In Foundation Stage and Key Stage 1: The teaching of Phonics will follow the teaching sequence set out in *Letters and Sounds* and will be planned for using an appropriate weekly planning format detailing the 4 part lesson. Phonics teaching will be supported primarily by resources from Espresso, Twinkl and Phonics Play. High quality phonics sessions will be taught daily in EYFS and Key Stage 1 classes, enhanced by a multi-sensory teaching approach, aware of different learning styles. The programme of phonics teaching includes teaching tricky, high frequency and irregular words.

In Key Stage 2: Phonics and spelling will be taught explicitly and regularly to all pupils. Differentiated groups will be organised by class teachers. Teaching will be differentiated according to the needs of pupils and will include phonics, spelling patterns and learning about the common structures of words e.g. adding suffixes and the irregular choices. This learning will be linked to spelling words which will form weekly homework tasks in homework books. In Year 3 word work should include revisiting elements of Phases 5 and 6. Throughout KS2, high and medium frequency words should be revisited regularly as well as the word lists from the New Curriculum for each year group. Children's spelling work should also include common tricky words and mistakes derived from current work. Pupils who still need extra support with phonics will be identified and targeted for appropriate intervention throughout KS2.

DELIVERY AND EXPECTATIONS

- Reception children will take part in a planned discrete daily phonics lesson of approximately 20 minutes as appropriate to their needs with opportunities in the areas to apply their skills independently.
- Every child in KS1 will take part in a planned discrete 20 minute daily phonics lesson taught by a teacher or Teaching Assistant.
- KS2 children will have opportunities each week for planned teaching of phonic or spelling skills through whole class teaching and appropriate intervention.
- Children will be grouped according to their particular needs and regularly assessed to ensure they make progress. Movement between groupings will be fluid.

The teaching expectations and desired progression are outlined below:

Nursery -

- *End of Autumn term - Phase 1 being taught*
- *End of Spring term - Phase 1 being taught*
- *End of Nursery – Phase 1 taught and exposed to phase 2.*

Reception: -

- *End of Autumn term - Phase 2 completed*
- *End of Spring term - Phase 3 being taught*
- *End of Reception – children are secure to the end of Phase 3 exposed to Phase 4*

Year 1: -

- *End of Autumn Term - Phase 4 completed*
- *End of Spring Term - Phase 5 being taught*
- *End of Year 1 - secure on Phase 5*

Year 2: -

- *Throughout the year - Revisit elements of Phase 5 with a focus on spelling and teach Phase 6.*
- *End of Year 2 – Pupils secure to Phase 6*

ASSESSMENT

- Pupils will be regularly and rigorously assessed.

In R/KS1:

- Weekly formative assessments will take place and individual pupils not making the desired progress identified and given a short burst of intervention as appropriate. Planning should be annotated.
- Pupils will be assessed at the end of each half term/phase.
- Pupil progress in phonics will be recorded termly onto progress grids and monitored by the HT and DHT and the English Subject Leader and SENCO and outcomes shared with staff to ensure teaching and groupings are adapted to reflect pupil needs.
- HFW will be tested termly in Y1 and 2 for reading and spelling.

In KS2

- Assessments of phonic and spelling skills will form part of weekly homework tasks and termly assessments.
- Pupils receiving intervention will be assessed using the termly progress grids and monitored by teams and the SENCO

RESOURCES

- Letters and sounds resources.
- Phonics Play, Espresso and Twinkl.
- Use of Phonetically regular texts (e.g. Floppy's Phonics, Songbirds, www.oxfordowl.co.uk interactive stories.

(References: Reading by Six, Ofsted 2010, Letters and Sounds Guidance, Removing barriers to Literacy, Ofsted 2011)