



Phonics Policy

The Phonics Curriculum "A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them."

National Curriculum for English 2014

INTENT

At Middlefield, Phonics is taught so that it is accessible to all: every child knows more, remembers more and understands more. Phonics is a key skill that supports the development of early reading skills. We combine quality phonic instruction with exposure to a range of texts and the promotion of reading for pleasure to provide our pupils with the skills they need to have a successful start to their lives as readers.

Using the Letters and Sounds programme we intend our pupils to be able to:

- Recognise, say and write all phonemes within each phase of Letters and Sounds;
- Use their phonic knowledge to blend and segment phonetically decodable words;
- Use their phonic knowledge to attempt to read and write more complex words;
- Read easily, fluently and with good understanding, age and ability appropriate texts;
- Develop the habit of reading widely and often, for both pleasure and information;
- Write clearly, accurately and coherently, using phonic knowledge.

IMPLEMENTATION

We deliver this by:

- A scheme of work that teaches specific and relevant vocabulary (Letters and Sounds);
- Ensure staff are equipped with the necessary professional development to deliver our curriculum;
- Daily Phonics sessions in Early Years and Key Stage 1, whereby the pupils learn new phonemes, improve their ability to segment and blend sounds, and their ability to apply this knowledge into their reading and writing;
- A scheme of work where pupils learn the 44 common sounds in the English language and are taught how to blend these sounds to decode (read) words;
- Fully decodable books to match each stage of children's learning;
- A progressive scheme of work where the teaching of phonics begins in Nursery and progresses in line with children's readiness;
- Small and focussed group teaching to target children's specific next steps;
- A rigorous assessment system that informs teaching;
- A cohesive and consistent approach to teaching Phonics, where daily sessions follow the same structure: 1. Revisit/Review > 2. Teach > 3. Practise > 4. Apply;
- Regular reading opportunities and story times for all children in Early Years and Key Stage 1;
- A phonics-screening check for Year 1 in the summer term;
- A subject leader who monitors teaching and learning to improve standards and outcomes;
- A curriculum that meets the needs of all pupils.

IMPACT

Through implementing the above:

- Pupils will be confident in their phonic knowledge;
- Pupils will be able to blend and segment words confidently;
- Pupils pass the Phonics Screening Check;
- Pupils learn to love reading through fun but challenging phonic activities;
- A culture where a secure knowledge of phonic sounds enables reading for pleasure as part of our reading curriculum.

Approaches to Phonics

At Middlefield, we believe that phonics teaching should be:

- Systematic
- Discrete
- Interactive
- Practical
- Engaging



Phonics Policy

Teaching and Learning

At Middlefield, children are provided with a variety of opportunities to develop and extend their phonics skills in and across Nursery, Reception and Key Stage 1. This will also be continued into Key Stage 2 where necessary to support those children who do not yet have the phonic knowledge and skills they need.

Planning

Middlefield follows the systematic approach laid out in Letters and Sounds (DfE 2007) which we have adapted to meet the requirements of the new National Curriculum. Staff complete weekly plans for phonics which ensure progression and effective, high quality teaching.

Lessons

Discrete phonics lessons take place daily across Reception and Key Stage 1. They follow the structure of 'Review, Teach, Practice, Apply' to ensure that children are consolidating phonic knowledge and skills over time and that they are able to apply them in context. Consequently, wherever possible, links between phonics knowledge and understanding are made to learning in both Reading and Writing. These lessons proceed at pace and incorporate a wide range of practical and interactive activities to engage the children. These activities are carefully chosen to ensure that children develop their skills in aural discrimination and phonemic and rhyme awareness, blending and segmenting as well as grapheme/phoneme correspondence.

Classes

Children are taught in small groups of between 5-15 children. They are grouped according to their phonic knowledge which is assessed by the class teacher. As children progress at different rates, these groups are changed regularly.

Resources

All phonics teachers have a range of resources to use which are appropriate for the level at which the children are working. They include phase related, fully decodable reading books which should be used every week to support the links between discrete phonics lessons and reading. There should also be age and phase appropriate displays in both Reception and Key Stage 1 classrooms to support the teaching and application of phonics in Reading and Writing.

Intervention

Children who still need extra support to develop their phonic knowledge across Key Stage 1 and 2 are identified and targeted for intervention. There are a range of intervention strategies which the school uses and the most appropriate one is selected once a child's needs have been assessed.

Assessment

Assessment is regarded as an integral part of teaching and learning and is a continuous process. We strive to make our assessment purposeful, allowing us to match the correct level of work to the needs of the pupils, thus benefiting the pupils and ensuring progress. It is the class teacher's responsibility to keep track of the progress made by all children in their class, regardless of their phonic group.

Assessment for Learning

We continually assess our pupils and recording their progress. Information for assessment is gathered in various ways: by talking to children, asking questions, observing their work, setting specific tasks. Teachers use this assessment information to plan further work and set new targets.

Assessment of Learning

The attainment and progress of children in phonics is assessed regularly across the year, both discretely at the end of each phase and through Reading and Writing assessments. At the end of Year 1, children participate in the phonics screening check which assesses their knowledge of grapheme/phoneme correspondence and their skills in blending. This information is submitted to the LA. Those children who do not succeed in the phonics screening check are highlighted for further intervention and targeted support before completing the screening check again at the end of Year 2. For children who do not succeed a second time, provision is made for them to receive intervention and targeted support in Key Stage 2.



Phonics Policy

Feedback

Children are provided with constructive and timely feedback in lessons. Teachers provide parents with feedback on their child's progress and achievement at parent's evening and through the end of year report. Assessment information is also passed onto the next teacher as part of transition between year groups and phases.

Organisation

The Phonics Lead is responsible for Phonics through the school. This includes:

- Ensuring continuity and progression from year group to year group;
- Providing all members of staff with guidelines and a scheme of work (Letters and Sounds) to show how aims are achieved and how the variety of all aspects of phonics is to be taught;
- Providing training to staff where appropriate;
- Advising and supporting colleagues in the implementation and assessment of phonics throughout the school;
- Assisting with the requisition and maintenance of resources required for the teaching of phonics, within the confines of the school budget;
- Monitoring the quality of teaching and learning in phonics across the school.

The class teacher is responsible for:

- Ensuring progressing in the acquisition of phonic knowledge and skills with due regard to the National Curriculum for English;
- Developing and updating skills, knowledge and understanding of phonics;
- Identifying needs in phonics and take advantage of training opportunities;
- Keeping appropriate on-going records;
- Planning effectively for phonics, liaising with phonics leader when necessary;
- Informing pupils and parents of their progress, achievements and attainment.

Inclusion

All children have equal access to the curriculum as expressed in our Equal Opportunities Policy. We will ensure that phonics is accessible to pupils by:

- Setting suitable learning objectives;
- Responding to the variety of learning styles;
- Overcoming potential barriers of individuals and groups.

This is monitored by analysing pupil performance throughout the school to ensure that there is no disparity between groups.

Monitoring and Review

Phonics Lead: Lauren Beresford

Date: September 2020

Review date: September 2021