

Sullivan School Phonics Policy



Written Autumn Term 2013



Phonics Policy

Sullivan Primary School

'Creating a passion for lifelong learning'



Purpose and Rationale

This is a policy outlines the teaching, organisation and management of phonics at Sullivan Primary School.

Children at Sullivan School will secure automatic decoding skills and progress from 'learning to read' to 'reading to learn' for purpose and pleasure. The ultimate goal of learning to read is to develop comprehension.

Aims

- At Sullivan we aim to present high quality, systematic phonic work to enable children to start learning phonic knowledge and skills by the age of three. The expectation is that they will become fluent readers, having secured word building and recognition skills, by the end of KS1.
- To establish consistent practice, progression and continuity in the teaching and learning of 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 word work strategies that will enable them to become fluent readers and confident writers

Principles of high-quality phonic work at Sullivan Primary School

The Rose Report (2006) 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.

We follow the Phonics Play scheme which is based on the DFE Letters and Sounds programme and is structured into six phases. Each phase can last between 6 and 30 weeks depending on the progress the children make; flexibility is encouraged to meet the expectation.

Beginner readers should be taught:

- Grapheme–phoneme correspondences in a clearly defined, incremental sequence.
- To apply the highly important skills of blending 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.

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 multisensory providing, encompassing activities to enliven core learning
- It is time-limited, to promote confident readers by the end of KS1
- It is systematic, that is to say, it follows a carefully planned programme reinforcing and building on previous learning to secure children's progress
- It is taught discretely and daily at a brisk pace following the structure: 'revisit, teach, practice, and apply' from the Letters and Sounds programme
- There are opportunities to reinforce and apply acquired phonic knowledge and skills across the curriculum and in such activities as independent, shared and guided reading and writing

Delivery and organisation of Phonics

Phonics Play is delivered through a variety of strategies and the Ruth Miskin support materials. Children need to know the sounds made by each letter of the alphabet both upper and lower case. They need to know that letter names are not the same as letter sounds. Children need to use the correct terminology when referring to letters and their sounds.

Foundation Stage

In Foundation Stage (nursery and reception) children have a daily discrete phonics teaching input lasting approximately 15 minutes. After Autumn 1, children's phonic abilities are assessed and they are grouped according to the acquisition of these skills. The areas of provision provide opportunities for children to consolidate and apply phonic skills taught, 1:1 and small group reading sessions are used to reinforce these skills.

Key Stage 1

Children in KS1 are grouped within class according to their phonic needs. They receive a structured daily programme lasting for approximately twenty minutes. It is our aim that most pupils will reach phase 5 by the end of Y1. Pupils who are working at phase 5 + in Year 2 will also be taught the skills set out in the Phase 6 planning. This programme will also be reinforced within elements of their main literacy lesson.

Key Stage 2

Children in Years 3 and 4 continue to receive further phonic input where appropriate and we aim to deliver phonic sessions to address the needs of these pupils. This is discussed in conjunction with the class teacher, Literacy Subject Leader and Inclusion Manger.

Assessment

Assessment should follow the **phonics assessment and tracking guidance**. All Teachers should ensure that they are aware of individual children's needs through formative assessment. All teachers should formally assess their children's progress at the end of each phase to inform the new planning. Assessment takes the form of a phonics check where the teacher will be able to assess the children's understanding of:

- Grapheme to phoneme correspondence
- The ability to blend real and pseudo words
- Evidence of the application of these skills is also noted in reading and writing
- Spelling of the tricky and high frequency words set out in the Letters and Sounds document

At the end of Year 1 there is a statutory assessment - **Year 1 Phonics Screening Check** (*Standards and Testing Agency 2012*) which takes place in June of each year.

Beginning of Year 2, children who did not reach the required standard for the **Year 1 Phonics Screening Check** are assessed, they are then placed in a relevant group to support and accelerate their phonic skills. They retake the Phonics Screening in Year 2.

Planning

In order to deliver clearly structured sessions which directly link into the Letters and Sounds progression and its procedure of: 'revisit, teach, practice and apply,' Phonics Play planning is used. This is a useful structure for all teaching and support staff.

Resourcing

Resources for Foundation Stage are kept in their store cupboard. Resources for KS1 have been brought together and are located the Language room.

The following resources are used for children to develop and apply their phonic skills and word recognition skills:

- Read Write Inc. is compatible with the present reading scheme used in school i.e. Oxford Reading tree.
- Phonics Play interactive games, resources, elements accessible from home.

ICT

All classes have the Read Write Inc. disk on the IWB and this is used as an integral part of phonic teaching. Children are shown how information technology can be used to enhance their Literacy learning and are given opportunities to explore these possibilities where appropriate.

HOMEWORK

Homework is used to support reading through tasks such as:

- Parents reading with or hearing their children read and talking about the text.
- Each week parents are informed which sounds children have learned and asked to practise.
- Other reading tasks set at the class teacher's discretion (such as research projects).

Intervention /SEN

It is our aim to give every child the opportunity to experience success in learning and to be the best that they can be. Any child, whose progress is limited, is discussed with the SENCO, class teacher and Literacy Subject Leader. Relevant actions are made to address these concerns and any intervention work undertaken is tracked.

Teaching strategies are planned to make lessons and the learning environment more conducive for children with specific learning differences through whole class practices and planning for individual children.

Teachers aim to include all pupils fully in their daily phonic lessons. All children benefit from participating in watching, and listening to, other children demonstrating and explaining their ideas.

Differentiated work, appropriate to individual children's needs, is provided in the independent work time. For some lessons, extra adult support is also provided in the lower ability groups. S.E.N pupils have IEPs, which include specific literacy targets to be addressed.

Home Partnerships

Phonics workshops take place in the following terms:

	Phase	Term
Foundation Stage	2	Autumn 1
Key Stage 1	3 & 4 and screening	Autumn 2
	5	Spring 1

These workshops giving parents/carers the opportunity to learn:

- Grapheme to phoneme correspondence
- Blending and segmenting skills
- Guidance on supporting phonics at home

This is followed up with Year 1 parents/cares being invited to learn alongside their child in a phonics session during the Autumn and Spring term.

Cultural Diversity

Literacy lessons provide a vehicle for promoting an awareness of cultural diversity. Books and teaching resources refer to ethnic minority experiences, include ethnic minority role models and are non-stereotypical. These resources are used to highlight similarities in common human experiences while being respectful of difference.

Equal Opportunities

At Sullivan we believe that all children regardless of their gender, age ethnicity, academic or physical ability are given equal opportunities to reach their full potential successfully and confidently.

September 2013

Review Date: Autumn Term 2015