

Halfway Nursery Infant School



Phonics Policy

Date Policy Written / Updated:	November 2022
2017 Date Policy accepted:	
Date of Next Review:	November 2023
2018 Signed (Headteacher)	
Signed (Chair of Governors)	
Minute Number	

HALFWAY NURSERY INFANT SCHOOL

Phonics Policy

Rationale

In 2006 Sir Jim Rose completed his independent review of the teaching of early reading. The resulting 'Rose Report' makes it clear that 'high-quality phonic work' should be taught systematically and discretely and the prime approach to be used in the teaching of early reading. The Rose Review provided clear recommendations on what constitutes 'high quality phonics work'.

The 'simple view of reading'

The Rose Report makes a number of recommendations for the teaching of early reading. It makes clear that there are two dimensions to reading – 'word recognition' and 'language comprehension'.

High quality phonic teaching secures the crucial skills of word recognition that, once mastered, enable children to read fluently and automatically. Once children are fluent readers, they are able to concentrate on the meaning of text.

The 'simple view of reading' shows that both dimensions are necessary to achieve fluent reading. However, the balance between word recognition and language comprehension shifts as children acquire secure and automatic decoding skills and progress from 'learning to reading' to 'reading to learn for purpose and pleasure. The ultimate goal of learning to read is comprehension.

Aims

- 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.
- To provide a systematic synthetic phonics programme which will give all children a solid base upon which to build as they progress through school and help children to develop the habit of reading widely and often, for both pleasure and information.

Guidelines

In April 2021, the government published the revised core criteria for effective systematic synthetic phonics teaching programmes and launched a new process to validate complete systematic synthetic phonics teaching programmes. This process was for both previously assessed programmes and new applicants.

As a school we had already begun to use ActiveLearn (Bug club phonics) prior to April 2021. This has since been validated and is on the list of approved programmes.

Beginner readers should be 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, 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 multi-sensory, encompassing simultaneous visual, auditory and kinaesthetic activities to enliven core learning.
- It is systematic, that is to say, it follows a carefully planned programme with fidelity, reinforcing and building 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 individual, shared and guided reading.
- Children's progress in developing and applying their phonic knowledge is carefully assessed and monitored.

Teaching and Curriculum Content

At Halfway Nursery Infant School we follow ActiveLearn/Bug club phonics which has been devised from the original Letters and Sounds principles and practice of high quality of phonics (Primary National Strategy 2007). Our school uses both physical and electronic resources from Bug club across the whole school and throughout phases 1-6. Phonics is taught in discrete daily sessions across all year groups with additional adults providing intervention groups where necessary. Children all take part in a whole class phonics session to ensure all pupils are exposed to phonics at the expected level for their year group, in addition to this small group/individual intervention sessions are in place to support where required.

Expectation

By the end of the Foundation stage:

- 95% of children will have achieved Phase 3 and will be working within Phase 4.

By the end of Year 1:

- 95% of children will have achieved Phase 5.

By the end of Year 2:

- 95% of children will have achieved Phase 6 and will be developing spelling, punctuation and grammar through the 'Support for Spelling' programme.

Phonics Non-Negotiables

- All children will receive 5 discrete and tailored phonics sessions every week of 20 minutes.
- Phonic strategies and skills will be used by all staff when modelling any reading and writing across all curriculum subjects.
- All staff will plan using the ActiveLearn/Bug club phonics planning and make adaptations and personalisation's where necessary.
- All classrooms will have the agreed a phonics display and it will be referred to throughout all teaching of reading and writing.
- All staff will model graphemes using print handwriting in EYFS and cursive in upper KS1.
- All staff will use the following language when teaching phonics, reading and writing:
 1. segment (not chop up or sound out)
 2. blend (not join or link)
 3. phoneme (staff will need to explain this means 'sound')

4. grapheme (staff will need to explain this means 'written sound')
5. digraph (2 letters that make 1 phoneme/sound)
6. split digraph (2 letters that make 1 phoneme/sound and are split or separated by another letter)
7. trigraph (3 letters that make 1 phoneme/sound)
 - Staff will show or model graphemes, introducing them initially by their letter name/s and then by the sound they make (phoneme).
 - Other agreed strategies or language will be used including 'chewing up and pulling out the word to help us segment the phonemes', 'stretching out the word to help us segment the phonemes', 'using our chopping boards to segment and blend the phonemes' etc.

Assessment

Formative assessments in phonics should be carried out on an on-going basis using the phonics assessment sheets (see attached). These assessments should be used to inform planning and pupil tracking sheets. Phonics pupil tracking sheets need to be completed each half term (see attached)

At the end of Year 1 there is a statutory assessment which takes place in June of each year called the 'Phonics Screening Check'. Children who do not meet the required level will be retested in Year 2. The check will be used as a diagnostic tool to provide further AfL opportunities and to identify children who need targeted phonic support.

Roles and Responsibilities

It will be the responsibility of the class teacher to:

- Plan, teach, assess and monitor pupil progress in phonics.
- Direct teaching assistants so they effectively support the teaching of phonics.

It will be the responsibility of the Assessment Co-ordinator to:

- Collect in pupil tracking on a half termly basis and give feedback where necessary.
- Support class teachers with assessments.
- Carry out Year 1 phonics screening check and ensure data is submitted on time to the LA.

It will be the responsibility of the literacy subject leader to:

- Provide support and training in the planning and teaching of phonics.
- Carry out observations and give feedback.
- Monitor phonics planning files on a half termly basis.
- Carry out Year 1 phonics screening check and ensure data is analysed thoroughly.

Equal opportunities

This policy applies to all children regardless of their gender, colour, ethnicity, ability or disability, religion or nationality.

Evaluation and Review

This policy will be reviewed every three years or as and when new legislation determines.