



Wycliffe Church of England Primary School

Phonics Policy

2019/20



Ratified by the governing body: May 2020

To be reviewed: May 2022

Vision Statement

“Life in all its fullness” (John 10:10)

Our vision is to ensure that our school family are happy and fulfilled in a creative learning environment. This will be flexible and cater to individual needs and develop a love for learning through which all members can flourish. Our priority is to nurture habits and accountability which lead to sustainable development and responsibility.

PHONICS POLICY 2020

Introduction

As part of our vision relating to valuing all God’s children, at Wycliffe CE Primary School, we strive to ensure that all children become successful, fluent readers. We believe this is achievable through a combination of high quality, discrete phonics teaching combined with a ‘Reading for Pleasure’ culture.

This policy is aimed at reinforcing a consistent, high quality approach to the teaching of phonics across the Early Years Foundation Stage, Key Stage One and on into Key Stage Two for children who still need this further support.

Aims

- To develop the skill of segmenting and blending so that decoding skills provide a sound foundation for reading, writing and spelling.
- To ensure that children know the 44 phonemes within the English language.
- To teach children to recognise the graphemes within words and associate them with the appropriate phoneme when reading (grapheme phoneme correspondence -GPC).
- To provide children with strategies to identify and decode ‘tricky words.’
- To teach spelling patterns.
- To ensure the teaching of phonics is lively, interactive and engaging.
- To enable children to use phonic awareness across the curriculum.
- To promote a love of reading.

Objectives

- To provide consistent, high quality phonics teaching that ensures all children have a strong foundation upon which to tackle the complex processes of reading and writing.
- To ensure that the teaching of synthetic phonics is systematic and progressive throughout the Early Years Foundation Stage, Key Stage One and on into Key Stage Two for children who still need this further support.
- To ensure that children have sound phonetic knowledge, understanding and skills so that they can decode words confidently and engage with higher order reading and writing skills.

Curriculum, Teaching and Learning Guidance

At Wycliffe CE Primary School, we primarily follow the principles from the Letters and Sounds document. This is further supported, on occasion, by teachers using elements from Jolly Phonics and Phonics Play to support the effective delivery of phonics lessons as we aim to cater for all children's needs.

Organisation

Children in the Early Years Foundation stage will consolidate learning from Phase 1. After their baseline assessments, Phase 2 sounds and tricky words will be introduced. These will be taught in discrete, daily phonics sessions lasting twenty-minutes. Phonics skills are also embedded in writing and reading tasks during Literacy sessions and throughout all other areas of provision. Learning groups will be differentiated to ensure that all children are reaching their full potential within a challenging and supportive environment. We aim for all children in the Early Years Foundation Stage to be secure at Phase 2 by the end of the Autumn Term, secure at Phase 3 by the end of the Spring Term and secure at Phase 4 by the end of the Summer Term. The driving ethos should be for all children to be ready to begin Phase 5 in Year 1.

Children in Year 1 have access to at least four, high quality phonics sessions per week lasting for twenty-five minutes. Groups will be differentiated to ensure all children reach their full potential; teachers work with groups on a rotational basis to ensure high quality provision for all children. The purpose of phonics Year 1 is to ensure all children have secured Phases 4 and 5 in readiness for the Phonic Screening Check and are then ready to begin Phase 6 upon entry into Year 2. Children should have plenty of practise in recognising 'Alien' or pseudo words, to give them the confidence to read any word they are faced with. We aim for all children to be able read and write all the common exception words for Year 1. This is supported by our whole school spelling policy.

Children in Year 2 will have access to at least four, high quality phonics lessons per week lasting for twenty-five minutes. Provision should be differentiated to ensure all children reach their full potential. Teachers work with groups on a rotational basis to ensure all children have access to high quality phonics teaching. The purpose of phonics in Year 2 is to ensure that all children have successfully completed Phase 6 while revisiting earlier phases to reinforce previous learning and to also re-visit 'tricky words' that they have encountered before. We aim for all children to be able to read and write all the common exception words for Year 2. This is supported by our whole school spelling policy.

Children in Year 3 who have not reached a sufficiently proficient level in GPC awareness and application or passed their Year 2 re-sit of the Phonics Screening Check, should be given access to daily phonics interventions across the Autumn Term. Children who by the end of the Autumn Term have still not reached a sufficiently skilled level of phonetic awareness will have intervention programmes arranged to provide for this need.

Assessment

In the EYFS and KS1 we assess pupil progress half termly using our Progression in Phonics document. The outcomes from this assessment document allow teachers to identify any gaps in learning and plan accordingly.

All children in Year 1 and the children who failed their Phonics Screening Check in Years 2 and 3 will also complete half termly BDAT phonics assessment requirements. Again, teachers use this assessment to inform effective provision for all children, using this to plan and deliver well differentiated lessons that engage and challenge all children within the lesson.

Planning for phonics is completed separately from literacy but with the understanding that good phonics teaching should link to the literacy needs of the children within a literacy lesson and across the curriculum.

Home Reading and Spellings

We work in partnership with parents and carers, so that pupils develop a love of books and reading. Parents are expected to share books with their children and hear their children read at home. Daily reading at home and at school

ensures children make good progress in developing reading skills, whatever their age. Reading records communicate reading progress between home and school, and include teachers' and parents' feedback. As phonic knowledge develops spellings are sent home weekly as part of home learning.

Our school reading books are banded as followed:

Book Band		End of Year Expected Year Group Outcomes:
Pink Phase 2	<ul style="list-style-type: none"> • Simple CVC words containing only Phase 2 sounds • Phase 2 tricky words 	N/A
Red Phase 3a	<ul style="list-style-type: none"> • Sentences containing only Phase 2 sounds plus j, v, w, x, y, z, zz, sh, ch, th, qu • Phase 2/3 tricky words 	Rec WT
Yellow Phase 3b	<ul style="list-style-type: none"> • Sentences containing only Phase 2/3 sounds (including digraphs and trigraphs) • Phase 2/3 tricky words 	Rec ARE
Blue Phase 4	<ul style="list-style-type: none"> • Sentences with CVCC/CCVC words from Phase 2/3 • Phase 2/3 tricky words 	Rec ARE
Green Phase 5a	<ul style="list-style-type: none"> • Sentences with Phase 2/3/5 sounds • Phase 2/3/5 tricky words 	Rec GD
Orange Phase 5b	<ul style="list-style-type: none"> • Sentences with Phase 2/3/5 sounds (more text seen in books and alternative spellings) • Phase 2/3/5 tricky words 	Rec GD+
Turquoise		Year 1 ARE
Purple		Year 1 GD
Gold		Year 1 GD+ / Year 2 ARE
White		Year 2 ARE
Lime		Year 2 GD
Brown		Year 2 GD+ / Year 3 ARE
Grey		Year 3 GD
Dark Blue		Year 3 GD+ / Year 4 ARE
Burgundy		Year 4 GD / Year 5 ARE
Free Reader		Year 5 GD / Year 6 ARE

Children working within phonics phase 2-5 will take home a book which is directly matched to the phonics phase they are currently working within. Alongside this, a skills book will also be provided. The skills books provide additional reading challenge and encourage children to draw on more than their segmenting and blending skills to read e.g. using pictures as clues to read unknown words, developing inference skills, improving the understanding of grammatical knowledge and such like.

