



Phonics Policy

Next review date

Agreed by Governing Body – 19/11/19

Compassion
Forgiveness
Friendship
Trust

Educating for 'life in all its fullness.'

Providing opportunities for growth in mind, body and spirit through inspirational and innovative education underpinned by a deeply Christian ethos. Those who learn and work here will develop confidence, embrace creativity and enhance their knowledge and skills so that they can experience 'life in all its fullness.' (John 10:10)

Policy on Phonics

*'The more that you read,
The more that you'll know.
The more that you'll learn,
The more places you'll go.'*

- Dr Seuss

At Ackworth Howard School, we follow the Letters and Sounds programme (DfE, 2007) to teach Phonics across the Early Years Foundation Stage and Key Stage One and use Jolly Phonics resources and others to support teaching.

Aim

Our aim is to allow the children to become fluent readers by developing their phonological awareness, ability to segment and blend word and read tricky words by sight.

Delivery of Phonics

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.

- Phonics sessions should be engaging, have a good pace and be interactive.
- Initial sounds are to be taught in a specific order.
- Sounds taught should be 'pure' i.e. 'b', not 'buh' as this is central to phonic teaching and the ability to recognise sounds in words.
- Within phonics sessions, children are taught to use and understand the correct and appropriate terminology (phoneme, grapheme, digraph, trigraph, segment, blend)
- Children are to be taught that the number of graphemes in a word always corresponds to the number of phonemes. This greatly aids spelling.
- Children are taught that some graphemes are made up of up to three letters.
- Children should be recording their ideas on both whiteboards (FS) and in books (end of FS through to Year Two)
- Phonics sessions 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.

Ackworth Howard Church of England (VC) Junior and Infant School

Organisation

- On entry to school, children are assessed on their phonic knowledge.
- Phonic work is incorporated into daily lessons as well as a dedicated phonics lesson.
- Phonic sessions should take place daily, lasting between 20 minutes to half an hour.
- Children should be taught in whole class and smaller ability groups to best aid understanding and progress.

Early Years Foundation Stage

In Nursery, the children cover all aspects of Phase One from the Letters and Sounds Programme. This takes place during both large group time and small group time.

In Reception, the children are taught daily in ability groups in a discreet phonics session. This takes place five times a week.

Across both classes, phonics activities are also be incorporated into continuous provision and large/small group activities.

Key Stage One

In Key Stage One, the children are taught in ability groups in daily discreet phonics sessions. The children are taught with other children who are working on the same phonic phases. At other times phonic work will also be incorporated into daily Literacy activities. Some Key Stage One children require more support and this may take the form of additional small group activities or joining Foundation Stage for phonic sessions.

Literacy contributes to many subjects within the primary curriculum and opportunities will be sought to draw literacy experience out of a wide range of activities as this will allow children to begin to use and apply their skills in real contexts.

Inclusion

- It is our aim to give every child the opportunity to experience success in learning and to be the best that they can be. We appreciate that some pupils will have specific learning and assessment requirements.
- Teaching strategies are planned to make lessons and the learning environment more conducive for children with specific learning differences.
- For some lessons, extra adult support is provided in the lower ability groups. SEND pupils have My Plans(+) or ECH Plans which include specific targets to be addressed.

Expectations

- Nursery – We aim for all children to have completed phase one by the end of Nursery.
- Reception – We aim for all children to have completed phase 4 by the end of Reception.

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- Year One – We aim for all children to have completed phase 5 by the end of Year One.
- Year Two – We aim for all children to be working securely within phase 6 by the end of Year Two. For those children who are working beyond phase 6, we introduce No Nonsense Spelling.
- Key Stage Two (Year 3 – Year 6) – Further interventions for children who have not completed the Letters and Sounds programme will be carried out daily.

Assessments

The attainment and progress of children in phonics is assessed each half term, to allow us to match the correct level of work to the needs of the pupils, 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. The Phonics lead then collects data from each class teacher to streamline children into ability phonics groups across the key stages.

A variety of methods are used to collect information in order to assess accurately, including, talking to the children, asking questions, observing their work or setting specific tasks. Teachers use this assessment information to plan further work and set new targets. All teachers use the Ackworth Howard Phonics Assessment Tracker to track progress across the year and this document is then passed on to the next teacher at the end of the year.

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.

National Phonics Screening Test

All children in Year One will be screened using the National Assessment materials in Summer Term. If children in Year One do not pass the screening test, they will be retested when they are in Year Two. This data will be submitted to the Local Authority.