

Holymead Primary School

Phonics Policy

Aim

Our aim in teaching and learning in Phonics is:

- To teach children aural discrimination and phonetic awareness in order to encourage good writing and spelling development.
- To ensure the teaching of phonics is lively, interactive and investigative.
- To encourage repetition and consolidation, so that spelling becomes automatic.
- To encourage children to segment and blend so that decoding skills provide a sound foundation for reading, writing and spelling across the curriculum.

Purpose

- To enable children to develop the necessary skills to segment and blend words.
- To develop each child so they are able to read with fluency as well as develop a love of reading that will stay with our children all their lives.
- To allow children to become secure in the skills of word recognition and decoding which allows children to read fluently.
- To create fluent readers, confident speakers and willing writers.

Guidelines

- Teaching of phonics will be taught using 'Letters and Sounds' and 'Jolly Phonics'.
- A programme of phonics will be taught daily in Reception and Years 1, 2 and 3, and as required in Years 4, 5 and 6.
- EYFS use Letters and Sounds to teach phase 2 and 3.
- Year 1 will use Letters and Sounds to revisit phase 2 (where necessary), and teach phase 3, 4 and 5.
- Year 2 will use Letters and Sounds to revisit phase 5 and teach phase 6.
- Year 3 will use Letters and Sounds to revisit phase 6.
- Children in EYFS and KS1 will take home a natural patterned language reading book and a phonic reading book. The phonic reading book provided will correlate to the phonic sounds children know and are learning. When an adult reads with a child in school, they will alternate reading a natural patterned language reading book and a phonic reading book.
- Natural patterned language reading books are divided into colour bands and numbered Reading Recovery levels.
- Phonic reading books are divided into letters and sounds phonic phase levels.
- Children will draw on their phonic knowledge to spell words as well as learning key words.
- All classrooms in Reception, Y1, Y2 and Y3 will have the phonics sounds displayed.
- Reception, Y1 and Y2 to have sound mats easily accessible for children to develop spelling and writing.

Overview

- Daily phonics in EYFS and Y1.
- Phonics and No Nonsense spelling taught in Y2.
- Phonics and No Nonsense taught twice a week in Year 3.
- Phonics sessions in Years 4, 5 and 6 to be taught as required.

- Each Phonics lesson should include the following:
 - o Revise – Review the previous learnt graphemes and words
 - o Teach – Introduce a new grapheme / phoneme word
 - o Practise – Develop GPCs (grapheme phoneme correspondences) /read new words
 - o Apply – Use the new graphemes / words in games and activities to secure knowledge
 - o Assess – Monitor progress within each phase to inform planning.

Assessment

- Children in Reception and Y1 are assessed in phonics termly.
- Teachers familiar to pupils will administer the Year 1 Phonic Check in the summer term. The children who did not pass the Year 1 Phonic Check in Year 1 will receive regular phonic support in addition to the whole class phonic teaching in Year 2. A teacher familiar to the pupils will administer the Phonic re-check in the summer term of Year 2.

Monitoring, Evaluation and Review

- Phonics subject leader will oversee teacher's assessments of all pupils and ensure that children receive intervention and catch up learning where appropriate and needed.
- Any children causing concern will be discussed with the SENDco and suitable action plans will be put in place.
- Monitoring will be through lesson observations and assessing children's progress.

Written – February 2021
By Victoria Kirby
Review – February 2023



Article 28: Every child has the right to an education.