



Phonics Policy

September
2022

Our school has full commitment to the early, systematic and focused teaching of phonics to all children. At Scott Primary School, we strive to ensure that all children become successful, fluent readers by the end of Key Stage One; we believe that this is achievable through a combination of strong, high quality phonics teaching combined with a whole language approach which promotes a 'Reading for Pleasure' culture.

Intent

- *We are determined that every pupil will learn to read, regardless of their background, needs or abilities.
- *Our phonics programme (Twinkl Phonics) matches the expectations of the English national curriculum and early learning goals.
- *We have clear expectations of pupils' phonics progress term by term, from Reception to Year 2, and our phonics programme aligns with these expectations.
- *Our sequence of reading books shows a cumulative progression in phonics knowledge that is matched closely to our phonics programme.

Implementation

- *We have developed sufficient expertise in the teaching of phonics and reading that ensures consistency from one year to the next.
- *The assessment of pupils' phonics progress is half termly and detailed to identify any pupil who is falling behind the programme's pace, so that targeted support can be given immediately.
- *Reading, including the teaching of systematic, synthetic phonics, is taught from the beginning of Reception.
- *Teachers and teaching assistants have a clear understanding of how pupils learn to read.
- *Teachers and teaching assistants give pupils sufficient practice in reading and re-reading books that match the grapheme-phoneme correspondences they know, both at school and at home.
- *Staff read aloud stories, poems, rhymes and non-fiction that develop pupils' vocabulary, language comprehension and love of reading.
- *Children take home a fortnightly book from our School Library that develop pupils' vocabulary, language comprehension and love of reading.

Impact

- *All pupils, including the weakest readers, make sufficient progress to meet or exceed age-related expectations.
- *Pupils are familiar with and enjoy listening to a wide range of stories, poems, rhymes and nonfiction

Delivery of Phonics Sessions for Nursery to Year 2

We teach Phonics using the Twinkl programme, which follows the weekly planning overview given in the DFE Letters and Sounds programme, but which breaks this down, day by day.

- *Children in Nursery are taught Level 1, covering the seven aspects, through a differentiated approach within the setting on a daily basis for ten minutes.
- *For Reception up to Year 2, Phonics is taught in a morning discrete session of 20 minutes. Each lesson is split into 5 parts: Revisit and review (go over previous learning) Teach (new GPC or tricky word) Practise (activity) Apply (read or write sentences). A second daily session is taught in the afternoon. This could be a recap, consolidation or phonic screening preparations.
- *In Year 2, the Twinkl spelling scheme is used alongside Twinkl Phonics to teach Level 6 in the afternoons. This spelling scheme is then used to teach spelling throughout the rest of the school.

Assessment

Children in Nursery up to Year 2 are grouped for Phonics. Groupings are formatively assessed on a daily basis to ensure that children are in the group which is most suited to their knowledge of Phonics. Summative assessments take place every half term and progress and attainment are tracked and monitored. In line with the Twinkl Phonics scheme summative assessments may also take place at the end of a unit, this includes sound and word reading.

Phonics Interventions

Children who are in a group which is lower than where they should be are given extra intervention sessions. This could be in the form of daily 1:1 reading, small group reading or partner reading/sound work. If necessary children from Reception to Year 2 will spend time matching sounds to objects, they are exposed to flashcards and tricky words as well as working through sound specific phonic books throughout the day. This will be identified through means of assessment.

Where the gaps are identified, additional support will be given throughout all lessons. The aim of the additional support is to accelerate these children's progress and therefore to enable them to move onto the next level securely. Children who do not meet the standard in the Year 1 Phonic Screening Check are a continuing focus for intervention sessions as well as being a focus of teachers and teaching assistants in the classroom.

Embedding Phonics

We aim to embed phonics in all lessons. Children are encouraged to have a go at using their sounds when spelling and reading. Common Exception Words and tricky words are displayed around classrooms to develop independence when spelling. When modelling reading or writing, teachers model the use of phonics to aid decoding and spelling. Children have access to phonic mats on their tables and are actively encouraged to use them and refer to them when writing.

Reading Books

Children have the opportunity to take home a variety of reading books/materials.

*In Reception the children take home a Phonics book matched to their current level, online Bug Club books and a fortnightly book from their class library.

*In Year 1 and 2 the children take home a Phonics book matched to their current level, online Bug Club books and a fortnightly book from the School Library. Once the children are in Year 2 they will complete a star reading assessment for Accelerated Reader. If the children score a ZPD, they will also take home an Accelerated Reader book matched to their level.

Children have their phonic books changed/ change their reading books every Monday and Thursday if necessary. Parents of children in Reception are given advice, in a Phonics parents' meeting, as well as through a detailed hand out, about the most effective ways to read with their child. Children read frequently with teachers, teaching assistants and parent reading volunteers throughout the school.

We have a range of texts in KS1 which are phonically decodable and which link to the level of Phonics which the child is on. Children who are just beginning to learn letter/ sound correspondences use books which do not have words to begin with and are therefore still learning to tell stories. Once children are in Year 2 and reading at a secure level, they then gain access to Accelerated Reader. This tests the child's reading ability and then gives them a ZPD (Zone of Proximal Development) level to choose books from. Our Scheme contains a mixture of genres at all levels- fiction, non-fiction and poetry. To encourage every child to develop a love of reading, we also take each Reception, Year 1 and Year 2 child to the school library once a fortnight to choose a book which appeals to them, no matter the reading level, that they may enjoy at home with a family member. Throughout our school, the books which children have read are tracked to ensure thorough coverage through our Accelerated Reader scheme. Tracking works its way up the school with each child, in order to provide continuity between year groups.

Equal Opportunities

Scott Primary School is committed to working towards equality of opportunity for all children regardless of age, ability, gender, race and social circumstances. All pupils are of equal value and have the same right to take part in the varied activities and opportunities wherever possible. All opportunities for learning should be offered in a way which allows all children access and the ability to progress at their stage of understanding

Disability Discrimination

Scott Primary School is committed to having due regard to the following

The Equality act 2010 places a duty on all public authorities, including schools, when carrying out their functions, to have due regard to the need to:

- Promote equality of opportunity between disabled persons and other persons
- Eliminate discrimination that is unlawful under the Act
- Eliminate harassment of disabled persons that is related to their disabilities
- Promote positive attitudes towards disabled persons
- Encourage participation by disabled persons in public life

Take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.