

DRAFT

Wylam First School

Policy for Phonics Teaching

Rational

At Wylam First School we use systematic teaching of phonics to support children in learning to read and write. As children progress in their phonic knowledge they will move on from learning letters and the sounds they make, to using and applying their knowledge to read and write words, then into reading and writing sentences. We give the children the opportunity to use and apply their phonic learning through games and activities so that they then use this in their independent reading and writing.

Objectives

To ensure that children progress in their phonic knowledge through:

- Daily phonics sessions incorporating teaching of sounds, reading of sounds then writing of sounds
- Phonics being promoted as a tool to help children to decode words to read, write and spell
- Children being encouraged to use and apply their phonic knowledge in independent work and guided reading and writing

Principles for Teaching and Learning

At Wylam First School all children (Nursery – Year 2) have a daily phonics session of around 15 – 20 minutes. In Nursery a focus on developing children’s phonological awareness is also taught (Letters and Sounds Phase 1) through free flow and continuous provision. In Nursery short phonics sessions will be taught using the Jolly Phonics scheme for its kinaesthetic rhyme. In Reception – Year 2, Phonics will be taught daily using mostly RWInc Phonics at the beginning of the Literacy lesson. In Year 3 and 4 the focus moves onto to Spelling, Punctuation and Grammar (SPaG).

Using the ‘Read Write Inc’ programme, which is systematic and structured, the needs of the national curriculum are fully covered ensuring that children are equipped for their National Phonics Screening Check* at the end of Year 1.

Additional teaching takes place in Intervention groups to ensure no child is left behind, focussing on children who are working at a slower pace than the main body of the class or those who are not on track to pass their National Phonics Screening Check in June.

**(The National Phonics Screening Check was introduced in 2012 to all Year 1 pupils and assesses phonics skills and knowledge learnt through Reception and Year 1. Any child in Year 2 who did not pass the test will have to retake the test).*

Outline of Phonics Progression

Class	Main Phonics	Coverage	Additional resources
Nursery	Letters and Sounds Phase 1 Jolly Phonics	Phonological awareness Simple Speed Sounds	
Reception	RWInc	Simple Speed Sounds – Set 1	Readwithfonics
Year 1	RWInc	Simple Speed Sounds – Set1 and 2 Complex Speed Sounds	Readwithfonics
Year 2	RWinc	Complex Speed Sounds – Set 3	Readwithfonics

Cross-Curricular Links

At Wylam First School we recognise the impact good phonics teaching can have on children learning to read and write, but we see it as part of a rich literacy curriculum. Children are exposed to a wide variety of books and texts to encourage their love of reading. During literacy sessions we encourage children to apply their phonic knowledge to read and write. In Early Years children are given the opportunity to develop their mark making into early writing through setting exciting contexts for writing for a purpose using their phonic knowledge.

Parental Involvement

A workshop for parents takes place in the Autumn term. This focuses on developing the parents' subject knowledge in the teaching of phonics and supporting them to work alongside their child in phonics activities. In addition, parents are given resource materials, suggested web links, video tutorials and strategies to help their child at home with phonics at both the Parents Evenings.

Equal Opportunities

All children are given equal access to the phonics curriculum. Children with SEN either work in a group with a Teaching Assistant (TA) to provide additional support, or they work individually on their phonic targets, depending on their needs. Children who are not meeting the required standards are given extra support in intervention groups lead by a TA. Children who do not pass the National Phonics Screening Check at the end of Year 1 will have the opportunity to repeat the test when they are in Year 2. We acknowledge that for most children regular Phonics lessons are the best way to learn, but some children require additional or a different approach. For those children we offer a Phonics Breakfast Club in the Spring term. Assessments are carried out at the end of each term.

Care must be taken with written and oral comments to ensure that there is no significant infringement of the school's Equal Opportunities Policy, particularly with regard to the protected characteristics.

New/Supply Staff

New staff will be given a copy of the school's policy for reference. Supply staff will have the main points made available to them in our handbook for supply teachers.

Review of Policy

The Phonics Policy will be reviewed yearly to ensure that it reflects current school practice.

Date agreed by staff: March 2018

Date agreed by Governors: April 2018

Review Date: March 2019