

St Peter & St Paul Phonics Policy

Aims

The use of phonics is one of the many skills needed to be a reader and writer.

We aim to teach high quality phonics to ensure the children have the best possible start in reading and writing. We will do this by:

- teaching pupils phonic awareness and rhyme awareness.
- teaching pupils to segment and blend.
- teaching pupils to read and write all 44 graphemes in the English language.
- teaching pupils specific strategies to help them remember tricky words.
- ensuring that the teaching of phonics is lively and imaginative.
- encouraging pupils to apply their phonic skills in all curriculum areas.

Phonics Planning

We use Letters and Sounds as a basis for our phonics teaching and have a structured whole school approach to the order in which we teach phonemes. We follow LCP weekly plans to help us to do this.

Expectations

Children in EYFS and KS1 have access to high quality daily phonics sessions for twenty minutes. Groups are 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. Alongside the Letters and Sounds scheme, teachers will include the use of Jolly Phonics actions when teaching phonemes to the children. When children are writing phonemes the teacher should ensure that children use correct letter formation, starting and finishing in the correct place. Teachers should use letter formation rhymes to help children achieve this.

Early Years Foundations Stage

The expectation is that children begin to read and write straight away and secure initial sounds and learn to read and write CVC words. By the end of Reception most children should have completed phase 4. All children should have completed phase 3.

Key Stage 1

In year 1, children will complete phase 5. If children have gaps in phases 3 and 4, these need to be addressed through intervention sessions.

In year 2, for those children who passed the phonics screening check teaching will focus on the spelling requirement of the Year 2 curriculum. Phase 6 can be used to support the teaching of this. For children who did not successfully pass the phonics screening check they will repeat phase 5.

For children working outside of this Key Stage discussions will occur between the Headteacher, Subject Leader and parents to choose the correct phase for the child to be taught.

Key Stage 2

Children in Year 3 who have not reached a sufficiently proficient level in GPC awareness and application should be given access to daily phonics intervention sessions as well as receiving the year 3 curriculum.

Assessment

Assessments are on-going and are updated half termly on each child's phonic tracking sheet. Children will be tested using;

- weekly spelling tests based on the sound they are learning that week
- phonics tracker testing every three weeks to inform intervention groups
- end of Year 1 phonics screening check
- end of Year 2 phonics re-test for pupils who didn't pass the Year 1 screening check