

St. Werburgh's C. E. (A) Primary School Phonics Policy 2020

"The more you read, the more things you will know. The more that you learn, the more places you'll go." Theodor Seuss Geisel (March 2, 1904 – September 24, 1991)

Please note, this policy is to be used in conjunction with the St. Werburgh's C.E. (A) Primary School's English Policy.

Adopted: Feb 2020

Review date: Summer 2023

Our School Motto

Love to learn, love God, love one another.

Intent

At St. Werburgh's C.E. (A) Primary School, we believe that the high-quality teaching of phonics is the key to developing independent readers and is given the highest priority. Our aim and intent is that every child leaving Key Stage 1 will be a fluent reader and we implement a very rigorous and sequential approach to developing speaking and listening and teaching reading, writing and spelling through systematic phonics.

Curriculum and teaching methods

As a school, we use the Read, Write Inc. phonics scheme. A discreet session of at least 20 minutes daily is given to the teaching of high quality, systematic synthetic phonics until children are secure in Set 3 sounds and can apply these sounds to segment and blend for reading and writing.

Alongside the phonics session, application of taught phonemes and graphemes is continually revised and reinforced through all areas of the curriculum. This takes place through: shared, group and individual reading; modelled and shared writing; and modelling and reinforcing of a high standard of Literacy.

Once the children are secure in all taught phonemes and graphemes, these are continually revised and reinforced as they move on to learning new spelling rules and patterns.

Organisation

The children are taught daily in their class and the main session is teacher-led. Learning Support Assistant (LSA) support is targeted within sessions to deliver smaller group intervention, or support within the whole-class session.

Phonics sessions are structured using the teaching sequences, terminology and routines outlined in the Read, Write Inc. programme and build in strong, consistent and familiar routines.

A multi-sensory approach to teaching and learning will be used in phonics sessions so that children learn from visual, audio and kinaesthetic activities designed to secure essential phonic knowledge and skills.

Assessment

Alongside on-going teacher assessment which takes place through: 'Assessment for Learning' opportunities; observation; application of phonic knowledge when reading and writing; and discussion; the children are formally assessed half-termly. This assessment tests:

- Recognition of grapheme and the corresponding phoneme,
- Ability to write the grapheme,
- Ability to segment and blend for reading,
- Ability to segment for writing,
- Ability to read and spell 'Red Words'.

At the end of Year 1, the children take the statutory 'Phonics Screening Check'. Any children who do not meet the expected grade in Year 1, will retake the test in Year 2.

Intervention

On-going teacher assessments enables adults to quickly recognise children who are not achieving expected progress in the acquisition and application of taught phonic skills. Targeted support through appropriate interventions are then put in place. These interventions may be delivered by the Class Teacher, or by a Learning Support Assistant. All children receiving additional support will have a 'Classroom Support Plan', which will contain personalised specific, measurable, achievable, realistic, time-based targets. The impact of the intervention will be monitored and reviewed regularly (no longer than every 4 weeks).

Children who fail to reach the expected standard in the 'Phonics Screening Check' in Year 1, will receive additional phonic support. This intervention will be targeted to the individual pupil and may involve individual or small group intervention or inclusion in daily phonics sessions taught out of their current year group.

Following targeted intervention, if children continue to fail to make expected progress, liaison with Welfare Coordinator and/or TMPF SENDs Leader may take place. Where appropriate, liaison with outside agencies may also take place.

Home school links and parental engagement

As a school, we recognise that close working in partnership with parents and carers is essential to achieving the best outcomes for the children.

Each child will take home a phonetically decodable reading book (Read, Write Inc. Book Bag Books). This book will contain only previously taught graphemes and 'High Frequency Words' ('Red Words'). To support the children in gaining fluency in the application of their phonic knowledge to decode and blend for reading, the children are asked to read the book three times before they are issued with a new book.

Children in the Early Years Foundation Stage, Year 1 and (where appropriate) Year 2, will take home keyrings which contain the following week's focus sounds and 'Red Words'. These sounds will be reviewed weekly.

Upon their child's entry to school, parents/carers will receive information about the school's phonics scheme and home reading books. Throughout the year, phonics information sessions are held for parents and information regarding the school's phonics scheme is also available on the TMPF website.

Children's progress in reading and phonics is commented upon in each child's termly report and parents' consultation evenings are held twice yearly where this may be discussed.

Monitoring

Children progress in phonics, reading and writing is monitored closely and, as part of pupil progress and pupil performance meetings, progression, attainment and impact of provision is discussed and monitored.

As part of the school's 'Monitoring Cycle', phonics sessions (including phonics interventions) are monitored.