

Church Aston Infant School



Phonics Policy

March 2018



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INTRODUCTION

This policy outlines the teaching, organisation, management and teaching of phonics at Church Aston Infant School.

WHAT IS PHONICS?

- This is the knowledge of how alphabetic sounds work and how these sounds are combined to correspond to the spoken word.
- Phonemes are the sounds which are made by blending letters to correspond to the spoken word.
- Graphemes are the written equivalent of phonemes.

AIMS

- To present high quality, systematic phonic work as defined by the English National curriculum (2013)
- To enable children to start gaining phonic knowledge and skills in the Foundation Stage, with the expectation that they will become fluent readers, having secure word building skills, by the end of Key Stage One
- To ensure that the children apply phonic knowledge as their first approach to reading and spelling, even though all words do not conform to regular phonic patterns.
- To ensure that the children are taught high frequency words that do not conform to regular phonic patterns.
- To ensure that children have opportunities to read texts and words that are within their phonic capabilities as early as possible, even though all words may not be entirely decodable by the children unaided.
- To encourage the children to attempt to spell words for themselves, within the range of their phonic knowledge, by building an individual repertoire and the confidence and strategies to attempt the unfamiliar.
- To help the children to apply the skill of blending phonemes in order to read words.
- To help the children to segment words into their constituent phonemes in order to spell words.
- To learn that blending and segmenting words are reversible processes.
- To teach the children that phonemes should be blended from left to right through the complete word, in order for it to be read.

DELIVERY OF PHONICS

- The teaching of phonics is based on The English National Curriculum (2013) and *Letters and Sounds* (the Primary National Strategy 2007 programme)
- Phonemes are to be taught in a specific order.
- Phonemes taught should be 'pure' ie 'b', not 'buh' as this is central to phonic teaching and ability to recognise sounds in words.
- Blends are to be de-clustered eg 'bl' is two specific phonemes
- Children are to be taught that the number of graphemes in a word always corresponds to the number of phonemes. This greatly aids spelling.

Organisation

- On entry to school, children are assessed in their phonological awareness.
- Pupils are grouped for teaching according to their phonological awareness
- Phonic work will be taught discretely in a daily class session.
- Teachers plan their daily session using the LCP scheme of work which is based on *Letters and Sounds*.

Review and revisit – teach - practise – apply

- Although the scheme will be followed, teachers will use their professional judgements, based on assessments as to the detailed delivery of phonics and amend planning as necessary.
- Multi-sensory activities will be included in the teaching of phonics so that various learning styles can be encompassed.
- ICT opportunities are used where appropriate.
- High quality phonics sessions are enhanced by a multi-sensory teaching approach, aware of different learning styles including visual, auditory and kinaesthetic. The recommended programme in *Letters and Sounds* includes teaching high frequency irregular words.
- Generally in Church Aston Infant School;

Reception classes will introduce Phases 2 then 3 and 4.

Year 1 will be taught Phase 5

Year 2 will be taught Phase 6

- Any pupils not achieving the expectations for their age will be part of group interventions.
- Individual pupils may be taught using precision teaching strategies.

Resources

- Resources for *Letters and Sounds* are located in each classroom and in Phase boxes in the Dining Room

ICT

- All classes have an IWB and where appropriate this may be used as an integral part of phonic teaching.
- Children are shown how information technology can be used to enhance their Literacy learning and are given opportunities to explore these possibilities where appropriate.

Assessment

- Pupils are assessed using class / individual assessments
- Pupils in Year 1 will be assessed using the Year 1 national Phonic screening in June
- Any child who has not been screened in Year 1 (as a new admission) or pupils who did not achieve the national standard in Year 1 will be screened in Year 2