

Phonics Policy



Learning together, respecting each other.

Our school promotes four key values of Equality, Respect, Self-Worth and Co-operation.

These are shown in our **Code of Conduct**:

We always try to give everyone a fair chance

We always try to treat each other with respect

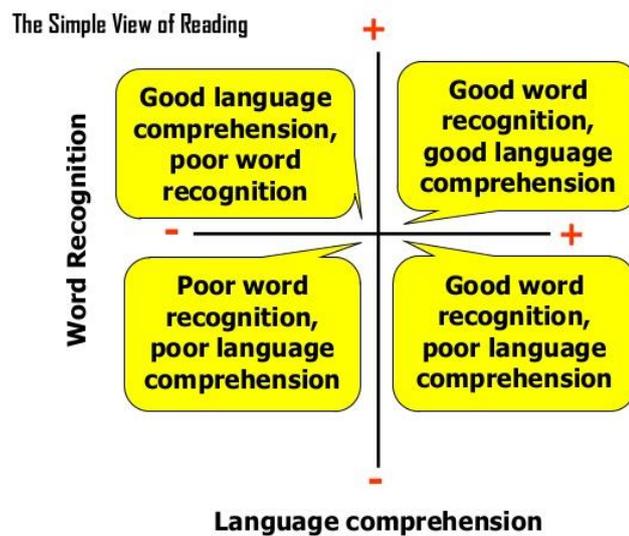
We always try to be the best we can

We always try to work together, helping each other

All of our policies reflect the ethos and vision of the Kingsley School community. We believe learning should be stimulating and enjoyable and that all children should be encouraged to be actively involved in their learning. This policy has been drawn up with full consultation of staff and governors. All our policies promote the five outcomes of Every Child Matters: being healthy; staying safe; enjoying and achieving; making a positive contribution; and achieving economic wellbeing.

Rationale

At Kingsley School we strive to ensure that all children leave our school reading and writing (including spelling) to the best of their ability. We aim that all children will leave school at Year 6 with good word recognition and good language comprehension, as demonstrated in the top right quadrant of the Simple View of Reading diagram.



Whole School Aims

- To teach children aural discrimination, phonemic awareness and rhyme awareness to support application into reading and writing.
- To encourage repetition and consolidation, so that decoding and the skills of segmenting and blending are automatic.
- To encourage children to segment and blend as a way into fluent and automatic reading.

Whole School Objectives

- To learn to read and write all 44 graphemes in the English language.
- To teach children specific strategies to help them remember tricky words.
- To encourage children to segment and blend.

Expectations for each year group

Year Group	National Expectation	Teaching structure
<u>Nursery</u>		Children to access differentiated phase one teaching through short guided groups daily and the learning environment provision. Opportunities to apply phonics and skills are clearly planned into child initiated and key person group activities. All Key Persons are to segment and blend words regularly.
<u>Reception</u>	80% of children are secure at Phase 3+	To teach phonics daily for 20 minutes. To differentiate the groups to ensure that children are reading their full potential and support given as appropriate. Regular tracking of children's progress takes place through the phases to inform planning.
<u>Year 1</u>	85% of Y1 children are secure at Phase 5.	To teach phonics daily for 20 minutes. To differentiate the groups to ensure that children are reading their full potential and support given as appropriate. Regular tracking of children's progress takes place through the phases to inform planning. Targeted support is provided for those children identified as under-performers or newly arrived into the country.
<u>Year 2</u>	85% of children should be working securely within Phase 6 by the end of Year 2.	To teach phonics daily for 20 minutes. To differentiate the groups to ensure that children are reading at their full potential and support is given as appropriate. Regular tracking of children's progress takes place through the phases to inform planning. Targeted support is provided for those children identified as under-performers or newly arrived into the country.
<u>Year 3</u>		To continue to teach phonics (at appropriate phase) if at least 70% of the cohort have not completed the phonics programme. If only a small proportion have not completed the programme - an intervention group can be set up to support this group. Targeted small group support is provided for those children identified as under-performers or newly arrived to the country. At Year 3, teachers are to continue to teach the appropriate phase linking into Support for Spelling.
<u>Year 4/5/6</u>		Further interventions to run for children who have not completed the phonics programme, those children newly arrived to the country or children have prolonged absence from school.

		At key Stage 2, teachers are to continue to teach the appropriate phase linking into Support for Spelling.
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Structure of the Discreet Phonics Sessions

<u>Introduction</u>	State session objectives
<u>Revisit/Review</u>	Note which children respond confidently when practising previously learned graphemes, tricky words and/or blending and segmenting.
<u>Teach</u>	Assess how well children respond to teaching of new graphemes or tricky words, and whether they make links with previous learning when appropriate.
<u>Practise</u>	Note how well children engage in partner work and whether they demonstrate growing confidence in their use of the new grapheme. Note how successfully they practise blending and/or segmenting words with the new grapheme-phoneme correspondence.
<u>Apply</u>	Note how well children are able to apply independently what they have just been taught, as well as what they know and remember from previous sessions, as they read or write captions/sentences containing the new skills and knowledge.
<u>Assess learning against criteria</u>	Record significant observations in a simple way so that they effectively inform next steps in teaching and learning.

Phonics Planning

Phonics planning for all groups should be the responsibility of the class teacher or group LSO based upon the phonics programme.

Equal Opportunities

The teaching of phonics will be in accordance with the present policy for Equal Opportunities. We aim to provide equal access to phonics for those children with Special Educational Needs and those pupils who are very able and require extension activities through small group work, through the support of teaching assistants (where available) and through carefully differentiated activities.

Assessment and Reporting

Assessments will be updated every half-term on the Phonics tracking sheet. These will be collected each half term by the Phonics Leader in order to identify pupils for further intervention and support. These tracking sheets should be passed onto the new class teacher at the end of each academic year.

Roles and responsibilities

The role of the Class Teacher

- To attend relevant professional development courses, evaluate and feedback to team members.
- To plan and deliver the Phonics Curriculum for their class.
- To share planning and discuss delivery with support staff.
- To carry out formative and summative assessments of Phonics within their class.

Role of the Phonics Lead Teacher

To be a member of the school middle management team, attending meetings with the head teacher or SMT as needed.

- To work with the head teacher and SMT to improve standards of attainment in Phonics.
- To be the lead professional in setting the agenda for assessing Phonics internally (Phonics Tracking Sheets) and externally (Phonics Screening Check), reporting to the Assessment Coordinator.
- To deliver INSET to colleagues and share good practise with other members of staff.
- To contribute to the policy development of the school as it pertains to teaching and learning areas or the curriculum.
- To provided data to SLT in order track and inform future planning.

- To liaise with the LA consultants to ensure appropriate support is available to school and accessed by school.
- To lead phonic school development plan, delegating appropriate tasks and coordinating the school's overall approach to the teaching of Phonics.

Role of the Phonics lead

- Support monitoring of plans/pupil learning.
- To liaise with the head-teacher.
- To audit and manage resources and budget
- To work with others to coordinate the best practise across Key Stages and maintain direction for the subject.
- To ensure Phonics is given a high priority within the school community.

Role of the Head Teacher

- With the coordinator, keep the governing body informed about the progress of the Phonics curriculum.
- Ensure that phonics remains a high profile in the school's development work.
- Deploy support staff to maximise support for Phonics teaching.
- To set targets for pupil progress and reporting on these to the governing body.

Role of the Governors

- To oversee the quality of the Phonics curriculum taught, including statutory requirements.
- To ensure that the core values of the school are embedded in the curriculum.
- To consider curriculum issues which have implications for Finance and Staffing, making recommendations to the relevant sub committees and/or the full governing body.

Agreed with Governors September 2017
Review Summer 2019