

OVERDALE INFANT SCHOOL

PHONICS POLICY

Rationale

In 2006, Sir Jim Rose completed his independent review of the teaching of early reading. The Rose Report makes it clear that 'high-quality phonic work', should be taught systematically and discretely, as the prime approach used in the teaching of early reading. The report that came from Rose's review provided clear recommendations of what constitutes 'high-quality work'.

The 'simple view of reading'.

The Rose Report makes a number of recommendations for the teaching of early reading. It makes it clear that there are two dimensions to reading:

1. Word Recognition
2. Language Comprehension

High-quality Phonics teaching secures the crucial skills of word recognition that, once mastered, enables children to read fluently and automatically. Once children are fluent readers, they are able to concentrate on the meaning of the text. Children need to acquire secure and automatic decoding skills and progress from 'learning to read' to 'reading to learn' for purpose and pleasure.

The Policy seeks to contribute to the school's aim of meeting the needs of all pupils and should be read alongside the Equal Opportunities Policy, Racial Equality Policy, S.E.N. Policy, Inclusion Policy, Gifted and Talented Policy and Subject Policies.

Purpose

The teaching of Phonics offers opportunities for children to:

- Learn grapheme (letter shape) / phoneme (sound) correspondences in a clearly defined sequence.
- Learn to blend the sounds in a word in the correct order to decode it.
- Develop secure and automatic decoding skills.
- Become fluent readers.
- Foster a love of books and of reading.
- Segment words into phonemes for spelling.
- Use their phonic skills to spell phonetically plausible words.
- Become accurate spellers.

Expectations

- By the end of the Foundation Stage, the majority of children will be secure up to the end of Phase 3 in Phonics.
- By the end of Year 1 the majority of children will be secure at Phase 5 in Phonics and will have successfully read the words on the Phonics Screening Check.
- By the end of Year 2, all children (with the exception of those who have a statement of Special Needs) will be secure with Phase 5 Phonics and Phase 6 Phonics. Children who do not achieve the expected level of the Phonics Screening Check in Year 1 will be re-tested in Year 2. The majority of children will be secure at Phase 6.

Guidelines

Organisation

- At Overdale Infant School we use the Letters and Sounds principals and practices for teaching phonics as a basis for our Phonics teaching.
- We are also involved in the Knowledge Transfer Centre (KTC) approach to Phonics and staff are trained in delivering this programme.

- Discrete daily Phonics / Spelling Sessions are taught from Foundation Stage through to Year 2. Sessions vary slightly across the Phonics Phases but each session follows: Review, Teach, Practice, and Apply.
- Phonics is taught in an active, multi-sensory, stimulating way.
- Some sessions will be whole class, some will be in small groups to enable children to consolidate their prior learning or work at a faster pace than their class.
- Intervention groups take place throughout school to support children who are not progressing at the expected rate.
- **Phase 1:** Focuses on the children's ability to hear sounds, rhymes and alliteration. The children in Foundation Stage are assessed at the beginning of the year and those needing to develop Phase 1 skills work in small groups to
- At **Phase 2** the children begin to learn the grapheme / phoneme correspondences for: **s a t p i n m d g o c k ck e u r h b f ff l ll ss** and the tricky words **the, no, go, to, I** and **into**. They learn to say the sound when they see the letter shape, find the letter when an adult makes the sound and begin to say sounds in order, blending them to read words and split words into their component sounds to spell them.
- At **Phase 3** the children continue to learn grapheme / phoneme correspondences for: **j v w x y z zz qu ch sh th ee oo** and they learn to read the tricky words **he, we, me, be, you, all, my, she, was, they, are** and **her**. They consolidate and use all of the letter sounds previously learnt and continue to practise the skills they were learning at Phase 2. They also focus on making sure they can correctly write the graphemes in response to the phoneme.
- **Phase 3** continues as the children learn the new grapheme / phoneme correspondences for: **ng oa ar ai ow er or oi ur** and continue to learn the Phase 3 tricky words.
- During the final part of **Phase 3** the children learn the new grapheme / phoneme correspondences for: **igh ear air ure** and secure their ability to read the Phase 3 tricky words. During Phase 3 the children also work on being able to spell the Phase 2 and 3 tricky words correctly.
- At **Phase 4** the children consolidate everything they have already learnt. This Phase allows opportunity to ensure that the children can: give the sound when shown any Phase 2 & 3 grapheme. Find any Phase 2 & 3 grapheme from a display when given the sound. That they are able to blend to read / segment to spell words containing adjacent consonants and are starting to read / spell multi-syllabic words. Write each letter usually correctly. Read and write the Phase 2 and 3 tricky words. Read the Phase 4 tricky words: **said, like, do, come, there, one, out, have, so, some, were, little, when** and **what**.
- At **Phase 5** the children learn the alternative ways of representing the same phoneme (sound) as a grapheme (letter or group of letters) e.g. they learn that ai can also be written as ay, a_e, a, ee can be represented as ea, oi can be represented as oi and oy etc. They also secure their ability to spell the tricky words they have learnt previously. New Phase 5 tricky words are introduced for reading and spelling. These are: **Oh, Mr, called, their, Mrs, asked, people, looked** and **could**.
- At **Phase 6** the children learn more about spelling rules and find out which grapheme is used to represent a phoneme in different words.

Planning

Planning is completed at three levels.

- Long-term Planning comes from the structure outlined above for the Phases and is in line with the suggestions made in Letters and Sounds and with the KTC programme.
- Each week teachers identify the grapheme / phoneme correspondences that they will be covering.
- Short-term plans or daily plans are produced for each phoneme that is taught.

Assessment

Assessment of Phonics is in line with the school's Assessment Policy. It is an integral part of the teaching process and the School endeavours to ensure that assessment is purposeful and that future work is adapted to meet the needs of all pupils. Formative assessments of the children's progress with Phonics are made daily / weekly. These inform future groupings and the pace at which the whole class move. For some children the pace may be slowed down and they may be given additional small group intervention support. The whole class may need some consolidation time. A number of children may be ready to make faster progress and will be taught in a small group by a teacher or a teaching assistant. Summative assessments are made at the end of each Phase and at key points in the year. The children's progress is tracked on the school's phonics tracker. Baseline assessments are completed at the beginning of each school year.

Teacher assessment is made through:

- Observations and notes taken about individual children
- Discussion with children, colleagues, parents
- scrutiny of work
- specific activities linked to the assessment grid

Pupils' progress is communicated to, and targets shared with, parents through twice yearly Parents' Evenings. A written report is sent to parents during the Summer Term.

• **Cross Curricular Work**

Children are actively encouraged to reinforce and apply their phonic knowledge and the reading skills that they are developing across the curriculum. Whenever they are reading something or writing something, staff seize the opportunity to make links with what they have learnt in phonics.

• **I.C.T.**

ICT is used in Phonics lessons when it is an effective and efficient way to meet the lesson's objectives. This will include the use of computers, ipads and interactive white boards. Some children work in Intervention groups on a computer based Phonics programme.

• **Responsibilities**

English Co-ordinator

- to monitor and evaluate the quality of phonics teaching and learning throughout the school.
- to promote high standards of teaching and learning in Phonics.
- to inform the Headteacher and Governors of developments and changes in the English curriculum.
- to check, audit and purchase resources.
- to ensure resources are stored centrally and each classroom has a basic stock.
- to support staff in the development of new initiatives.
- to ensure staff are trained in delivering high quality phonics lessons.

Headteacher

- to be well informed, provide active leadership and set high expectations for what can be achieved by staff and pupils.
- to observe Phonics lessons and give feedback for improvements.