



# ENGLEFIELD CE PRIMARY SCHOOL

## Draft POLICY FOR THE TEACHING OF PHONICS

### *Sowing the seeds for a flourishing future*

#### **Introduction**

At Englefield CE Primary School we want all children to flourish in reading and spelling by:

- teaching them aural discrimination, phonemic awareness and rhyme awareness in order to encourage good spelling
- learning grapheme-phoneme correspondence
- blending to read words
- segmenting to spell words
- reading and spelling the high frequency words

#### **Aims**

We aim to:

- ensure that the teaching of phonics is lively, interactive and investigative. By the end of Key Stage 1, all children should be able to read and write all 44 graphemes in the English language.
- ensure all teachers and teaching assistants model the correct articulation of the phonemes and children are given opportunities to articulate individual phonemes. We place a strong emphasis on the application of phonic knowledge at the point of learning. Planning ensures each phonics session shows evidence of new learning, not just consolidation.
- encourage all children to reach their full potential through the provision of varied opportunities to access phonics. We recognise that our phonics planning must allow pupils to gain a progressively deeper understanding of the phonetic structure of the English language as they move through the school to ensure all children are provided with the key tools needed to become a fluent reader.
- teach children in small, flexible groups organised by prior attainment and subject to change throughout the year based on regular assessment.
- encourage children to use their phonic skills across all curriculum subjects.

#### **The Curriculum, Teaching and Learning Expectation**

To follow the *My Letters and Sounds* (accredited systematic, synthetic phonics teaching programme) daily for up to 30 minutes.

##### **FS2**

For all children to have completed Phase 2, 3 and 4 of *My Letters and Sounds* by the end of the year and be ready to start Phase 5 in Year 1.

##### **Year 1**

For all children to have consolidated Phase 3 and 4 and completed Phase 5 of *My Letters and Sounds* by the end of the year and be ready to start the *No Nonsense Spelling* programme in Year 2.

##### **Year 2**

To teach *My Letters and Sounds* and/or *No Nonsense Spelling* daily for 15-20 minutes

##### **Key Stage 2**

For regular interventions to be provided for children who need further consolidation of their phonic knowledge as directed by the class teacher and sometimes with support from the SENDCo.

### **Phonics Planning**

Phonics planning uses the revisit, review, teach, practise, apply, assessment process. Each teacher plans for their own groups; any teaching assistants who lead phonics groups will have plans provided for them by the class teacher.

### **Assessment and Reporting**

Regular assessment informs planning and grouping. Assessment information is shared with all stakeholders. The school will comply with government requirements for reporting. Currently all children in Year One are screened in Term 6 (June) using the National Assessment materials. If the children do not pass the screening they will be given appropriate support and then retested at the end of Year Two. This data will be submitted to the Local Authority.

### **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, English as an additional language, and those pupils who require extension activities. The above will be achieved through small group work and appropriately planned activities.

### **Professional Development & Parental Engagement**

At Englefield CE Primary School, continuing professional development for all staff features highly in the school improvement plans. All school staff receive regular CPD opportunities. All aspects of *My Letters and Sounds* teaching is monitored by the KS1/Literacy Coordinators on a regular basis: tracking grids are checked, teaching is observed and plans are scrutinised with feedback given and support allocated accordingly. During the first half term of the school year, all parents of pupils in FS2 are offered a session on supporting phonics at home.

### **Responsibilities**

The Governing Body is responsible for ensuring that staff are able to take advantage of any training opportunities and that there is a lead coordinator for phonics.

The Headteacher and Literacy Coordinator (in consultation with the Key Stage 1 staff) are responsible for:

- Selecting, organising and maintaining teaching resources
- Assisting with diagnosis of and support for learning difficulties
- Ensuring that teaching challenges the most able pupils
- Encouraging and leading the training for TAs, teachers and parents
- Being informed about current developments in the subject
- Providing a strategic lead and direction for the subject in the school
- Monitoring the standard of teaching and learning in phonics across the school.

### **Management of Policy**

<b>School:</b>	This policy is implemented and managed by the Headteacher and all school teaching staff.
<b>Governing Body:</b>	The Governing Body (led by the Development Committee) will monitor, review and update this policy.
<b>Review:</b>	This policy will be reviewed in accordance with the agreed cycle of review or whenever there is a need to comply with new legislation or codes of practice, new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.
<b>Approved:</b>	<b>Spring 2023</b>
<b>Next Review:</b>	<b>Spring 2025</b>