

Phonics Policy

September 2021



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Reviewed and approved by: Exec Team

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Linked Policies

This policy is the umbrella policy for Somerville Primary School's curriculum. Each individual subject area has its own policy document or subject statement to add extra detail and clarification. It should be read in conjunction with the Curriculum, Teaching and Learning, Assessment, SEND, Marking and Feedback and Homework documents.

Phonics INTENT AT SOMERVILLE

Every pupil will learn to read, regardless of their background, needs or abilities

The phonics programme matches or exceeds the expectations of the English national curriculum and early learning goals

We have clear expectations of pupils' phonics progress term by term, from Reception to Year 2, and the school's phonics programme aligns with these expectations

The sequence of reading books shows a cumulative progression in phonics knowledge that is matched closely to the school's phonics programme.

Pupils will:

- decode letter sound correspondences quickly and effortlessly, using their phonic knowledge and skills.
- Read common exception words on sight.
- Understand what they read
- Read aloud with fluency and expression
- Write confidently, with a strong focus on vocabulary and grammar
- Spell quickly and easily by segmenting the sounds in words
- Acquire good handwriting

Somerville Primary School aims for every child to be a reader by the age of six.

The Somerville Phonics Curriculum is designed to:-

- Be prescriptive and teach letters and sounds in a specific order.
- Have reading scheme that is linked to our phonics programme and the pupils phonic ability.
- Allow uniform teaching across all groups.
- Ensure every child can phonetically decode and blend.

CURRICULUM IMPLEMENTATION AT SOMERVILLE

Approach to Teaching and Learning and Pedagogy

- Pupils in FS2 and KS1 will follow the Read Write Inc programme.
- Pupils in KS2 who are in Year 3 & 4 who have not completed the programme will continue.
- Pupils in Years 5 & 6 will follow Fresh Start as in intervention, if needed.
- Children will be grouped and taught by ability.
- Afternoon whole class speed sounds sessions, 'pinny time' sessions to target individual children / groups on specific sounds and 1 to 1 sessions for the lowest 20% of the year group.
- We use RWI phonics books to send home which perfectly matches with the child's phonics level as well as specific videos for the sounds taught that week.
- The assessment of pupils' phonics progress is sufficiently frequent and detailed to identify any pupil who is falling behind the programme's pace, so that targeted

support can be given immediately every 6 – 8 weeks and children are regrouped and lowest 20% identified again for 1 to 1 support.

- Teachers give pupils sufficient practice in reading and re-reading books that match the grapheme-phoneme correspondences they know, both at school and at home.
- To ensure the consistency and high quality teaching of phonics, RWI training in school with weekly training sessions for staff, online training now available in order to train new staff and an identified reading leader in school to ensure consistency across the school and that teachers have a clear understanding of how pupils learn to read.
- In Foundation, we emphasise the alphabetic code. The pupils rapidly learn sounds and the letter or groups of letters they need to represent them. Simple mnemonics help them to grasp this quickly. This is especially useful for pupils at risk of making slower progress. This learning is consolidated daily. Pupils have frequent practice in reading high frequency words with irregular spellings – common exception words.
- Embedding the alphabetic code early on means that pupils quickly learn to write simple words and sentences. We encourage them to compose each sentence aloud until they are confident to write independently. We make sure they write every day.
- Pupils write at the level of their spelling knowledge, The quality of the vocabulary they use in their writing reflects the language they have heard in the books the teacher has read to them; they have also discussed what the words mean.

Reading and Vocabulary

Teaching the children to blend and decode words using ‘Fred Talk’ is at the core of the Read Write Inc programme. Children are taught using flashcards first to introduce unfamiliar words in the book and discuss meanings. Any new vocabulary is explained by the teacher during the teach part of the session.

Special Educational Needs and Phonics

All children will be assessed regularly with at least half termly assessments to make sure that those children who require one to one tutoring or who are not progressing are targeted. SEN children will be placed in the correct groups to match their learning abilities and therefore be given appropriate support to match their needs.

CURRICULUM IMPACT AT SOMERVILLE

We assess all pupils following the Read Write Inc Phonics using the assessments from the programme on at least a half termly basis. We use the data to assign them to Read Write Inc if needed. This gives us a very good indication of how well they are making progress relative to their starting points. We do this for all pupils, whenever they join us, so we can track all of them effectively.

Pupils who are making slower progress usually complete the programme by the end of Year We support pupils who have identified special educational needs for however long it takes until they can read.

By the end of Key Stage 1, we aim for our pupils are able to read aloud age appropriate texts accurately and with sufficient speed for comprehension. This means that we can focus on developing their comprehension, preparing them well for transition to Key Stage 2. Their good decoding skills mean that they have a sound strategy for decoding unfamiliar words when they come across them at whatever stage or in any subject, even into secondary school.

EQUALITY IN PHONICS EDUCATION

Somerville Primary School is committed to valuing diversity and to equality of opportunity. We aim to create and promote an environment in which pupils, parents and staff are treated fairly and with respect, and feel able to contribute to the best of their abilities. The Governing Body recognises that it is unlawful to take into account anyone's gender, marital status, colour, race, nationality, ethnic or national origin, disability, religious beliefs, age or sexual orientation. Full consideration has been given to this during the formulation of this policy as it is the governors' aim that no-one at Somerville Primary School should suffer discrimination, either directly or indirectly, or harassment on any of these grounds.

SMSC

We are aware of and address social injustice in reading by our whole approach to grouping, 1-1 support and the drive to make every child a reader.