

Eastchurch Church of England Primary School



Policy for Phonics

Date: September 2016

Review by: September 2019

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 review report provided clear recommendations on what constitutes 'high quality phonics work'.

High-quality phonic teaching secures the crucial skills of word recognition that, once mastered, enable children to read fluently and automatically. Once children are fluent readers, they are able to concentrate on the meaning of the text.

Aims

At Eastchurch Church of England Primary we aim:

- To provide high quality, systematic phonics sessions by following a structured teaching sequence.
- To differentiate phonics according to the needs of pupils, so that all pupils are given sufficient challenge at a level at which they can experience success
- To give children word work strategies that will enable them to become fluent readers and confident writers

Objectives

- To develop an understanding of discrete phonemes and recognise the letter that represents that phoneme.
- To develop the ability to blend phonemes into words using taught phonemes appropriate to given phases.
- To develop the ability to segment words into their discrete, pure phonemes.
- To develop the ability to recognise high frequency words, 'tricky words', not conforming to regular phonic patterns.
- To develop the understanding of decoding words.
- To develop the ability to read and write phrases and extend this skill to reading and writing sentences.

Staffing and Responsibilities

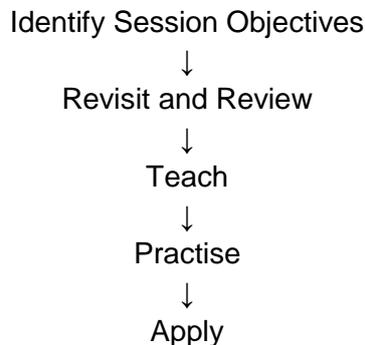
All class teachers and teaching assistants have responsibility for the teaching of Phonics within differentiated groups.

The Phonics Co-ordinator on each site is responsible for: -

- Ordering and supplying resource masters required to teach phonics within differentiated groups.
- Tracking children's progress within and across the Phonics Phases.
- Ensuring the Phonics Policy is implemented throughout the school in accordance with this policy.
- Attending relevant courses and observing current literature.
- Monitoring the teaching and learning of Phonics within our school.
- Publishing and reviewing annually a Phonics Development Plan.
- Supporting the training needs within our school.

Organisation of Phonics

Phonics is taught from Nursery to Year 2, and beyond where necessary, and is planned and delivered using weekly plans that have been derived from the 'Letters and Sounds' publication. All sessions follow the same teaching sequence as set out below:



Children are grouped into differentiated groups based on their phonics skills and requirements for 30 minutes discrete phonics teaching each day.

Equal Opportunities

The planning scheme and teaching strategies in Phonics should:

- Ensure equal access to the curriculum for all
- Ensure sensitive treatment of gender and ethnic and religious issues
- Avoid stereotyping

Assessment, Recording and Reporting

All teachers and teaching assistants should assess the progress of children in their group at the end of each phonics phase in order to progress the children into the correct group for the coming term. Assessments should be given to the Phonics Co-ordinator no later than three days prior to the end of term in order for new groups to be agreed.

Each end of phase assessment takes the form of a phonics check to assess the children's understanding of:

- grapheme to phoneme correspondence – Phase 2, 3 and 5
- the ability to blend real and alien words – Phase 2, 3, 4 and 5
- the ability to segment words into phonemes – Phase 2, 3, 4 and 5
- the ability to decode real and alien words – Phase 2, 3, 4 and 5

Review

The Phonics Co-ordinator will monitor Phonics teaching throughout the differentiated groups on a yearly basis. The effectiveness of the Phonics curriculum will be evaluated through discussions with the Head of Schools, Class Teachers, Teaching Assistants and Phonics Co-ordinators. Resources, teaching methods and needs should be identified and priorities for in-service training and support should be established.