

**Wye Forest Federation**

**St.Briavels and Redbrook Primary Schools**

Approved Full Governing Body:

Review period: Every year

Signed\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(Executive Headteacher)

Signed\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(Chair of Governors WFF)

Date of Review:\_March 2020 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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PHONICS POLICY

Aims

To teach pupils phonic awareness and rhyme awareness in order to encourage good spelling.

 To encourage repetition and consolidation, so that spelling becomes automatic.

 To encourage pupils to segment and blend.

 To learn to read and write all 44 graphemes in the English language.

To teach pupils specific strategies to help them remember tricky words.

 To ensure that the teaching of phonics is lively, interactive and investigative.

To encourage pupils to apply their phonic skills in all curriculum areas.

High-quality phonic teaching secures the crucial skills of word recognition that, once mastered, enable children to read fluently and automatically therefore allowing them to concentrate on the meaning of the text. By securing automatic decoding skills through daily phonics lessons taught throughout WFF, children will progress from ‘learning to read’ to ‘reading to learn’ for purpose and pleasure. As children develop their phonetic awareness and read fluently, their understanding and comprehension of the various text types will advance.

 Overview of Phonics throughout WFF

 Where possible a multi-sensory approach is used for all. . Sessions should include opportunities for active involvement and creative activities.

 Children are taught that phonemes should be blended from left to right in order to read and that words can be segmented into their phonemes for spelling and that this is the reverse of blending. It is essential that this is demonstrated to children throughout the phonics session and reinforced whenever appropriate in other lessons, differentiated group activities and within continuous provision.

Throughout the six phases, all children are taught the grapheme/phoneme correspondences (GPC), high frequency words (including Tricky Words: those that do not conform completely to grapheme/phoneme correspondence rules) and how to use their phonetic knowledge to read and write both regular and irregular words.

 Phonics is taught daily as a 30 minute discrete lesson throughout the Foundation Stage and Key Stage One following the completion of a baseline assessment. In Key Stage Two it is used as an intervention for those who need further support.

**Planning:**

The school follows the systematic approach laid out in Letters and Sounds (DfE 2007) which we have adapted to meet the requirements of the National Curriculum. Staff complete weekly plans for phonics which ensure progression and effective, high quality teaching.

**Lessons:**

 Discrete phonics lessons take place daily across Reception and Key Stage 1. They follow the structure of ‘Review, Teach, Practise, Apply’ to ensure that children are consolidating phonic knowledge and skills over time and that they are able to apply them in context. Consequently, wherever possible, links between phonics knowledge and understanding are made to learning in both Reading and Writing. These lessons proceed at pace and incorporate a wide range of practical and interactive activities to engage the children. These activities are carefully chosen to ensure that children develop their skills in oral discrimination and phonemic and rhyme awareness, blending and segmenting as well as grapheme phoneme correspondence.

 Reception

 The children in Reception are taught phonics through discrete lessons following letters and sounds / phonics play. Practitioners use a wide range of resources. Children learn to memorise and deeply imbed different graphemes through repetitive and easy to remember actions.

 Key Stage One

 The children in Key Stage One are taught phonics in flexible groups according to next steps through adapted schemes (from Phonics Play and letters and sounds) to suit the needs of individual children. Where appropriate we try to link the spellings given, to the sounds the children are learning so that they are given a further opportunity to practise segmenting and understanding the different graphemes that represent those phonemes. Throughout Key Stage One children are regularly exposed to Nonsense Words (also known as alien words) which are made up words containing different graphemes. This is so that children are given the opportunity to blend phonemes in unrecognisable words allowing their phonic knowledge to be monitored.

 Key Stage Two

The children in Key Stage Two are continually monitored by the members of staff who work with them. Children are monitored through tracking and ongoing assessments (seep appendix 1). Children who need further support/who are not making expected progress are supported through differentiated spelling lessons and interventions where needed. The aim is to close any gaps in learning quickly.

Assessment and Monitoring

 Children will be assessed regularly on sounds and words learned through each phase. In addition, children who are yet to take their Year 1 Phonics Screening and Year 2 children who have not passed, will be assessed in the first week of December and at the end of term 4 using past Phonics Screening tests to prepare them better. This allows children to become familiar with the process beforehand. Guidelines for the test will be followed especially for children who may not yet be ready to access the test.

Although we believe phonics is a fundamental approach to reading, we understand that not every child learns this way and therefore use other appropriate strategies to help these children to succeed to the best of their capabilities.

September 2019