



## Phonics Policy 2020

### **Intent**

At Great Wood Primary school we aim to inspire all children to have a love for reading and to want to read for pleasure. Regardless of background, needs or abilities, we intend that each pupil acquires the skills necessary to become a fluent reader. In order to do this we use a systematic and rigorous approach through the phonics scheme, Read Write Inc.

### **Curriculum, Teaching methods and Organisation**

Children in KS1 and Reception receive daily Phonics focussed teaching sessions in differentiated ability groups first thing in a morning for 20 minutes. The children are grouped by Phase and/or ability, with each adult in KS1 leading a group.

Sessions focus on the teaching of high quality, systematic synthetic phonics until children are secure in Set 3 sounds and can apply these sounds to segment and blend for reading and writing. Phonics sessions are structured using the teaching sequences, terminology and routines outlined in the Read, Write Inc. programme and build in strong, consistent and familiar routines.

A multi-sensory approach to teaching and learning will be used in phonics sessions so that children learn from visual, audio and kinaesthetic activities designed to secure essential phonic knowledge and skills.

Alongside the phonics session, application of taught phonemes and graphemes is continually revised and reinforced through all areas of the curriculum. This takes place through: shared, group and individual reading; modelled and shared writing; and modelling and reinforcing of a high standard of Literacy.

Once the children are secure in all taught phonemes and graphemes, these are continually revised and reinforced as they move on to learning new spelling rules and patterns.

### **Assessment**

Alongside on-going teacher assessment which takes place through: 'Assessment for Learning' opportunities; observation; application of phonic knowledge when reading and writing; and discussion; the children are formally assessed half-termly. This assessment tests:

- Recognition of grapheme and the corresponding phoneme,
- Ability to write the grapheme,



- Ability to segment and blend for reading,
- Ability to segment for writing,
- Ability to read and spell 'Red Words'.

At the end of Year 1, the children take the statutory 'Phonics Screening Check'. Any children who do not meet the expected grade in Year 1, will retake the test in Year 2.

## **Intervention**

The Read, Write Inc phonics programme is introduced in EYFS and continued throughout the Foundation Stage and Year 1. In Year 2 the children move to learn the spelling patterns as laid out in the National Curriculum. Any children who need additional phonics teaching, have this delivered through targeted intervention and this continues into Key Stage 2 as necessary. It focuses on phoneme/grapheme recognition and the strategies of blending to read and segmenting to spell.

Our half-termly phonics assessments ensure children who need to can access intervention groups for regular pre and post teaching of the required set. Year 2 children who did not pass the Year 1 Phonics screening test are a focus within their group, and when reading in a small group or 1:1, will have a book specific to their phonics gaps to help plug them.

On-going teacher assessments enables adults to quickly recognise children who are not achieving expected progress in the acquisition and application of taught phonic skills. Targeted support through appropriate interventions are then put in place. These interventions may be delivered by the Class Teacher, or by a Learning Support Assistant.

## **Home school links and parental engagement**

We recognise that close working in partnership with parents and carers is essential to achieving the best outcomes for the children.

Each child will take home two books to share with parents/carers. One will be a phonetically decodable reading book containing previously taught graphemes and 'High Frequency Words' ('Red Words'), matched to their ability, designed to be able to be read independently, with parents/carers actively encouraging them. The second will be one which promotes reading for pleasure, that they may read together with, or alongside, an adult to develop interest and enthusiasm for reading.



Upon their child's entry to school, parents/carers will receive information about the school's phonics scheme and home reading books. Throughout the year, phonics information sessions are held for parents and information regarding the school's phonics scheme is also available on the TMPF website.

Children's progress in reading and phonics is commented upon in each child's termly report and parents' consultation evenings are held twice yearly where this may be discussed.

## **Monitoring**

Children progress in phonics, reading and writing is monitored closely and, as part of pupil progress and pupil performance meetings, progression, attainment and impact of provision is discussed and monitored.

As part of the school's 'Monitoring Cycle', phonics sessions (including phonics interventions) are monitored.