

Phonics Policy for Chester Park Infant School

Rationale

The systematic teaching of Phonics and Spelling is an essential element of both reading and writing. At Chester Park we strive to ensure that all children become accurate and fluent readers by the end of Key Stage One and believe this is achievable through a combination of high quality, engaging and discrete phonics teaching teamed with a reading approach that promotes 'a love of reading'. High quality phonic teaching secures the crucial skills of word recognition that, once mastered, enable children to read fluently and automatically freeing them to concentrate on the meaning of the text.

This policy is aimed at reinforcing a consistent, high quality approach to the teaching of phonics across the Early Years Foundation Stage (EYFS) and Key Stage One.

Aims

- To teach children aural discrimination and phonemic awareness to aid fluency and accuracy in reading, writing and spelling development.
- To encourage the use of segmenting and blending so that decoding skills provide a sound foundation for reading, writing and spelling.
- To ensure that children know the 44+ phonemes within the English language, recognise the graphemes within words and associate them with the appropriate phoneme when reading.
- To provide children with strategies to identify and decode 'tricky words.'
- To develop and learn strategies for spelling with confidence and accuracy
- To enable our pupils to read confidently, fluently, accurately and with understanding and enjoyment.
- To enable children to use their phonic awareness across the curriculum.

Strategy: How the aim will be achieved?

- By providing consistent, high quality phonics teaching that ensures all children have the skills needed to tackle the processes of reading and writing.
- By ensuring that the teaching of synthetic phonics is systematic and progressive throughout foundation stage and key stage one.
- By ensuring that children have sound phonetic knowledge, understanding and skills so that they can decode words confidently and engage with higher order reading and writing skills.

Organisation and expectations

Chester Park pupils follow a high-quality, systematic approach as laid out in Letters and Sounds (DfE, 2007) teaching programme across EYFS and Key Stage One. Our phonics teaching makes strong links between blending for reading, segmenting for spelling **and handwriting**. We encourage all of our pupils to apply their phonic knowledge when spelling. Phonics is taught daily ensuring progression and effective high quality teaching. Where appropriate, children also receive additional phonics support as a carefully planned and monitored intervention.

We have adopted the suggested daily teaching sequence set out in 'Letters and Sounds'; Introduction, Revisit and Review, Teach, Practise, Apply and Assess. The 'Apply' stage allows teachers to contextualise the learnt phonemes and high frequency words, within broad and rich reading material.

Reception: The driving ethos should be for all children to complete Phase 4 by the end of Reception and have a sound understanding in order to start Phase 5 by the start of Year 1. Children will begin with securing the skills of phase 1 when they enter Reception. Children are introduced to the “tricky words” and aim to read and write the high frequency words for Phases 2 to 4 before they enter Year 1. Phonics skills are embedded in writing and reading tasks in Literacy sessions and continuous provision.

Year 1: By the end of Year 1, it is our expectation that the vast majority of our pupils will be secure at spelling Phase 5 words and pass the Phonics Screening Check. In readiness for this, the children have daily practise in recognising digraphs and trigraphs within words, sounding them out and reading them, giving them the confidence to read any word they then meet within their individual and class reading. Pupils who are not on track to secure phase 5 by the end of Year 1 are given additional support and intervention. During delivery of Letters and Sounds teaching programme, the children will be regularly assessed using both real and pseudo words to ensure that they are to fulfil their potential.

Year 2: By the end of year 2, it is our expectation that children have completed phase 6 and are given opportunities to regularly apply learnt spelling rules, revisit the sounds and common exception words learnt throughout the Letters and Sounds programme. Where required additional support is delivered on an intervention basis.

Teaching and Learning Strategies

- All children to be actively involved in learning using a whole class choral approach.
- RWI picture and ditties to be used to introduce a new sound. Children to see the picture as it is being introduced and then relate to the grapheme. Children to only be shown the grapheme when used as a flashcard. Image can be used to support children only when appropriate.
- Flashcards to be revisited at the start of every phonics lesson (this not necessary the whole pack) and moved from front to back at a quick pace.
- Phoneme fingers are used in writing. Say the word, hold up phoneme fingers, sound out whilst pinching each finger (phoneme).
- Sound buttons/dashes to be used to read a word. Teaching sequence, ‘Spot the diagraph, sound out the word, when my thumbs are up, say the word). All children to join in saying the word when choral approach used.
- Teachers to over emphasise phonemes to show the correct mouth formation.
- Vocabulary to be used with confidence throughout lessons (grapheme, phoneme, diagraph, trigraph, split digraph, blending, segmenting, short/long vowel sound).

Assessment

Assessment is regarded as an integral part of teaching and learning and is a continuous process at Chester Park. Assessment of pupils understanding of sounds both in reading and writing is ongoing throughout the year to ensure progress. It is the class teacher’s responsibility to keep track of the progress made by all children in their class. The expectation that clear and detailed records are maintained to inform, not only progress made, but also to identify gaps in learning. Teachers are expected to quickly intervene where a child is not making sufficient progress and provide additional opportunities to allow the child to achieve their full potential.

Monitoring

To ensure a consistent approach to phonics teaching across Chester Park monitoring will primarily take place through lesson observation, pupil conferencing and lesson studies. The termly analysis of data will ensure progress is being made and pupils not making progress identified.

Reading

Chester Park use several reading schemes so that the pupils have a rich diet of reading styles available. Phonics is supported through reading with books up to level Turquoise being fully decodable. Children are supported when choosing a book to take home so that they can read it successfully, build confidence and make progress.

Assessment of reading progress throughout the levels is supported with PM Benchmarking.

Chester Park Federation



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