



Phonics Policy 2017-18

The Phonics Curriculum

“A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them.”

National Curriculum for English 2014

The vision and aims for Phonics are set out in the Camelot Curriculum, which states highlights the importance of phonics in the teaching of reading and writing:

“The teaching of reading should focus on developing pupil’s competence in both word reading and comprehension. Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that letters on the page represent the sounds in spoken words.”

Expectations for Reading – The Camelot Curriculum

“Writing down ideas fluently depends on effectiveness transcription; that is, on spelling quickly and accurately through knowing the relationships between sounds and letters (phonics) and understanding of morphology (word structure) and orthography (spelling structure) of words.”

Expectations for Writing – The Camelot Curriculum

Approaches to Phonics:

At Camelot we believe that phonics teaching should be:

- Systematic
- Discrete
- Interactive
- Practical
- Engaging

Teaching and Learning:

Our children are provided with a variety of opportunities to develop and extend their phonics skills in and across Nursery, Reception and Key Stage 1. It will also be continued into Key Stage 2, where necessary to support those children who do not yet have the phonic knowledge and skills they need.

- **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 new 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 aural discrimination and phonemic and rhyme awareness, blending and segmenting as well as grapheme-phoneme correspondence.
- **Classes:** Children are taught in small groups of between 10-20 children. They are grouped according to their phonic knowledge which is assessed by the class teacher. As children progress at different rates, these groups are changed regularly.
- **Resources:** All phonics teachers have a range of resources to use which are appropriate for the level at which the children are working. They include practical resources such as letter fans etc. which should be used in every lesson to create a point of resonance. These resources can be added to so that children are continually engaged with their learning. There should also be age and phase appropriate displays in both Reception and Key Stage 1 classrooms and intervention rooms to support the teaching and application of phonics in Reading and Writing.
- **Intervention:** Children who still need extra support to develop their phonic knowledge across Key Stage 1 and 2 are identified and targeted for intervention. There are a range of intervention strategies which the school uses and the most appropriate one is selected once a child's needs have been assessed.

Assessment:

Assessment is regarded as an integral part of teaching and learning and is a continuous process. We strive to make our assessment purposeful, allowing us to match the correct level of work to the needs of the pupils, thus benefiting the pupils and ensuring progress. It is the class teacher's responsibility to keep track of the progress made by all children in their class, regardless of their phonic group.

- **Assessment for Learning:** We continually assess our pupils and recording their progress. Information for assessment is gathered in various ways: by talking to children, asking questions, observing their work, setting specific tasks. Teachers use this assessment information to plan further work and set new targets.
- **Assessment of Learning:** The attainment and progress of children in phonics is assessed regularly across the year, both discretely at the end of each phase and through Reading and Writing assessments. At the end of Year 1, children participate in the phonics screening check which assesses their knowledge of grapheme-phoneme correspondence and their skills in blending. This information is submitted to the LA. Those children who do not succeed in the phonics screening check are highlighted for further intervention and targeted support before completing the screening check again at the end of Year 2. For children who do not succeed a second time, provision is made for them to receive intervention and targeted support in Key Stage 2.

- **Feedback:** Children are provided with constructive and timely feedback in lessons. Teachers provide parents with feedback on their child's progress and achievement at parent's evening and through the end of year report. Assessment information is also passed onto the next teacher as part of transition between year groups and phases.

Organisation:

The Phonics Leader is responsible for Phonics through the school. This includes:

- Ensuring continuity and progression from year group to year group
- Providing all members of staff with guidelines and a scheme of work to show how aims are achieved and how the variety of all aspects of phonics is to be taught
- Advising on in-service training to staff where appropriate. This will be in line with the needs identified in the School Development Plan and within the confines of the school budget.
- Advising and supporting colleagues in the implementation and assessment of phonics throughout the school
- Assisting with the requisition and maintenance of resources required for the teaching of phonics, within the confines of the school budget
- Monitoring the quality of teaching and learning in phonics across the school

The class teacher is responsible for:

- Ensuring progressing in the acquisition of phonic knowledge and skills with due regard to the National Curriculum for English
- Developing and updating skills, knowledge and understanding of phonics
- Identifying needs in phonics and take advantage of training opportunities
- Keeping appropriate on-going records
- Planning effectively for phonics, liaising with phonics leader when necessary
- Informing pupils and parents of their progress, achievements and attainment

Inclusion:

- All children have equal access to the curriculum as expressed in our Equal Opportunities Policy. We will ensure that phonics is accessible to pupils by:
 - Setting suitable learning objectives
 - Responding to the variety of learning styles
 - Overcoming potential barriers of individuals and groups

This is monitored by analysing pupil performance throughout the school to ensure that there is no disparity between groups.

Monitoring and Review:

Name of curriculum leader: Madeline Eastwood

Date: September 2017

Review date: September 2018