

Phonics

Rationale

At Houghton Conquest Lower School we believe that the teaching of phonics is vital in order for children to become competent readers and writers. We strive to ensure all children become fluent readers by the end of Key Stage One.

Aims

- To teach children aural discrimination, phonemic awareness and rhyme awareness in order to encourage good spelling.
- To encourage children to segment to spell and blend to read.
- To encourage repetition and consolidation, so that reading and spelling become automatic.

Objectives

- To learn to read and write all 44 graphemes in the English language.
- To teach children specific strategies to help them remember tricky words.
- To ensure that the teaching of phonics is lively, interactive and investigative.
- To encourage children to apply their phonic skills in all curriculum areas.

Teaching and Learning

Pre-School: Daily adult led speaking and listening activities. Focus on Phase 1 of the Letters and Sounds programme. Continued provision indoors and outdoors to support children's independent learning through play. As children prepare to transfer to their Reception year, short guided sessions introduce Phase 2 letters and sounds (usually in the Summer Term).

Reception: Children are taught phonics daily in a discrete 20 minutes session. Teaching is differentiated to ensure all children are reaching their full potential and support given is appropriate. We aim for all children to have completed Phase 2, 3 and 4 by the end of the Reception Year.

Year One: Children are taught phonics daily in a discrete 20 minutes session. Teaching is differentiated to ensure all children are reaching their full potential and support given is appropriate. We aim for all children to have completed Phase 5 and have started Phase 6 by the end of Year One.

Year Two: Children are taught phonics daily in a discrete 20 minutes session. Teaching is differentiated to ensure all children are reaching their full potential and support given is appropriate. We aim for all children to have completed Phase 6 by the end of Year Two.

Key Stage Two: Children move to discrete SPAG (spelling, punctuation and grammar) sessions. Please refer to the SPAG annex of the Literacy Policy for more information. Intervention groups are in place for children who need to reinforce their learning in phonics phases.

Phonics across the Curriculum

Children are encouraged to use their phonic skills across all curriculum subjects. All teachers and teaching assistants model the correct articulation of the phonemes and children are given opportunities to articulate individual phonemes. Phonics learning is applied in reading (individual, shared, guided, whole class), spelling for writing and all curriculum subjects where writing is required to record work.

Teaching and Learning Styles

Houghton Conquest Lower School follows the Letters and Sounds phonics programme. Letters and Sounds is a phonics resource published by the Department for Education and Skills. Letters and Sounds is followed throughout the Early Years Centre and School. Our principal aim is to develop the pupil's phonological awareness, ability to segment and blend words and read tricky words on sight, to become fluent readers.

Teaching sessions at all levels follows a structured five part plan to maximise impact and ensure phonic development for all learners. This includes:

1. **Revisit / Review:** Practice letters and sounds learnt so far, read and spell high frequency and tricky words
2. **Teach:** Teach a new letter sound, introduce new high frequency and tricky words
3. **Practice:** Blending for reading e.g. matching words to pictures and segmenting for spelling e.g. using a phoneme frame to break down each spoken sound
4. **Apply:** Apply reading / spelling in context e.g. reading or writing a sentence containing the focus letter sound
5. **Assessment:** Throughout the session practitioners / teachers assess how learners are responding to the new material through oral feedback, written work and progress in activities.

Practitioners, teachers and teaching assistants attend regular training to enhance their teaching of phonics.

Differentiation

We aim to encourage all pupils to reach their full potential through the provision of varied opportunities to access phonics. We recognise that our phonics planning must allow pupils to gain a progressively deeper understanding of the phonetic structure of the English language as they move through the school to ensure all pupils are provided with the key tools needed to become a fluent reader. Careful thought will be given to the provision of appropriately structured

work for SEN pupils, often through intervention groups or those exceeding age related expectations through enrichment. The school has a variety of strategies to enable all pupils to have increased access to phonics learning through a broad-based, multi-sensory, visual, auditory and kinaesthetically range of resources.

Assessment and Reporting

Opportunities for assessment will be identified in planning. At the end of each half term, pupils will be assessed on their progress. Teachers use this information to create a Phonics Provision Map, which highlights which phase each child is working on and their next steps. Results are recorded in a hibernation grid and shared with the Phonics and Literacy Leaders. Planning and intervention groups are informed using up to date assessment information. At the end of each academic year, teachers share tracking information with the next teacher to aid planning and ensure consistency.

Working with Parents

Before children start in their Reception year the school invites parents to attend an information session, which includes a presentation on phonics teaching and learning and an opportunity to watch a phonics lesson.

Towards the end of Year One, a parent workshop is arranged to provide information on the Phonics Screening Check and how parents can support their child to prepare for the check at home.

Information of the teaching and learning of phonics at Houghton Conquest Lower School is available to download from the school website.

Phonics Screening Check

All pupils in Year One will take part in the statutory Phonics Screening Check in June. Pupils who do not meet the expected pass mark in Year One will re-take the Check at the end of Year Two. If a child does not reach the appropriate standard then additional support will be put in place in order for the child to make accelerated progress with their reading and writing. Phonics Screening Check data is submitted to the Local Authority. Parents are informed of their child's results in the End of Year Report.

Monitoring of School Policy and Practice

The Phonics and Literacy Leaders are responsible for monitoring the implementation of this annex.

Review

This policy will be reviewed bi-annually or earlier if necessary.