



Neatishead, Salhouse & Fleggburgh Federation

Phonics Policy

*Our schools aim to be happy and safe places where everyone shares a love of learning.
Our Christian core values of respect, responsibility, courage, trust, perseverance and
compassion underpin all we do.*

'Soar on Wings'

Formally adopted by the Governing Board	
On:-	18th March 2020
Chair of Governors	R Barker
Date for review:-	March 2022

Our school is the secure base from which we ‘soar on wings’ to realise our ambitions.

Through valuing one another and the world in which we live, we flourish.

Through providing rich opportunities, we can imagine fulfilling futures.

Through a shared love of learning, we transform lives.

General Statement

We teach them the essential phonological and phonemic skills and the knowledge to decode and encode (spell) words independently from the outset. Children will use phonics as their first strategy to read and spell unknown words until it is embedded for them.

We ensure consistency and a systematic approach to the teaching and learning of synthetic phonics, as the prime method by which children learn to read and spell independently, automatically and confidently. We use 'Letters and Sounds', and 'Jolly Phonics' to introduce the Grapheme Phoneme Correspondence, and use a range of games and activities. Content for Year 1 and 2 is taken from the English Appendix 1: Spelling (National curriculum 2014). Bespoke targeted phonics sessions are planned and delivered for KS2 pupils according to need.

Specific Aims

Children should:

- Children feel enthused about 'phonics' and understand the relevance to their learning
- Learn the skills of blending and segmenting as a first priority as they are introduced to the grapheme/phoneme correspondences for reading and spelling.
- Be reading with increasing confidence and fluency.
- Apply their phonic knowledge in the context of reading and spelling in the wider curriculum.
- Develop their spoken language and comprehension simultaneously as they are learning phonics.
- Use phonics as their first strategy to decode and encode unknown words.

Teaching Methods

- A daily session of systematic synthetic phonics in EYFS and KS1. Multi sensory activities are used to aid memory when introducing and revisiting phoneme/grapheme correspondences.

Marking (spelling)

We want children to feel confident in taking risks with trying out spellings of unfamiliar words. If the grapheme has been taught, the spelling will be corrected if the child continues to spell incorrectly.

Learning Environment

Resources in and out of the classroom support the children in applying phonics to reading and writing. Sound charts and table mats support children to be independent in their spelling whilst at the same time reinforcing the link between discreet phonics teaching and learning and its purpose in reading and writing.

We use assessment data to ensure progress and next steps

Intervention or boosters to reach age related expectations in phonics, are provided. Children who are exceeding their age related expectations will access the next year group's objectives for phonics and spelling.

Phonically De-codable Texts:

We have a choice of phonically decodable books which are carefully selected to match the children's developing phonic knowledge,

Blending and segmenting.

Oral blending and segmenting are taught first before being applied to reading and writing. Children are taught that phonemes are blended in order from left to right for reading. They are also taught how words are segmented into phonemes for spelling.

Common Exception Words

Children are taught high frequency words that do not conform completely to grapheme-phoneme correspondence rules. The words are those listed in the NC Appendix 1.

Comprehension and reading for meaning

Comprehension and meaning are addressed separately within literacy and wider curriculum planning and policy.

Assessment and tracking.

Year R

In the Foundation Stage, children are assessed using the development matters statements for age related expectations each half term and tracked on Tapestry, working towards becoming secure in phonological awareness, oral blending, segmenting and grapheme-phoneme correspondence.

Key Stage One

At the end of Year One children complete the Year One Phonics Screening Check, a summative assessment of reading and decoding. Results of the screening check are reported formally to parents with the child's end of year report. This applies to any children in Year 2 who did not meet the required standard in Year 1.

Key Stage 2

The main focus of their learning is spelling. Phonic knowledge continues to underpin spelling with the developing of increasing understanding of the role of morphology and etymology. Children's spelling is assessed and tracked within the writing assessment framework.

Monitoring and evaluation

The Executive Head in collaboration with the teaching team oversees teacher's assessments of all pupils and ensure that children receive intervention, catch up/accelerated learning where appropriate and needed. Monitoring is carried out using assessment evidence to generate data which provides a picture of what the needs for intervention and support or acceleration are, and the impact of teaching and learning.

Parental Involvement

When children start school, parents will be made aware of the school phonics policy. Parents are invited to a meeting to show them how their children will learn to read and how they are able to support them at home. Home learning activities related to phonics and reading/writing will also be explained and exemplified.

Progress in reading and spelling development will be discussed at the usual parents evenings and also through the home school book.