



PHONICS POLICY

High quality phonic teaching secures the crucial skills of word recognition that once mastered enable children to read fluently and automatically. Once children are fluent readers they are able to contrite on the meaning of the text.

Aims

- To establish consistent practice, progression and continuity in the teaching and learning of phonics and spelling throughout the school.
- To differentiate phonics and spelling work according to the needs of pupils, so that all pupils are given sufficient challenge at a level at which they can experience success.
- To give children word work strategies that will enable them to become fluent readers and confident writers.

These aims will be delivered by:

- Quality daily phonics lessons that last between 20-40 minutes.
- Careful differentiation for all ability groups, addressing the needs of children with special educational needs, including gifted children, based on ongoing formative assessment and teacher judgement.
- Well planned interactive lessons, delivered at a brisk pace, that keep children engaged and focused.
- Opportunities to reinforce and apply acquired phonic knowledge and skills across the curriculum.

Teaching and content

In Foundation Stage and Key Stage 1:

The teaching of Phonics at Education South West Primary School will follow the teaching sequence set out in *Read, Write Inc with reference to Letters and Sounds*. The Nursery will introduce Phase 1 of Letters & Sounds when the children are ready and have the attention to sit for short periods of time. High quality phonics sessions will be taught daily in Reception and Key Stage 1 classes, enhanced by a multi-sensory teaching approach, aware of different learning styles including visual, auditory and kinaesthetic. The recommended programme in *Letters and Sounds* includes teaching tricky, high frequency irregular words. Intervention will be delivered to those children not making expected progress.

In Key Stage 2:

For those children who have not made the necessary progress through the phases teaching of letters and sounds will continue. After the letters and sounds programme has continued children move on to the Spelling programme.

Role of teachers

All teachers should ensure that they are aware of individual children's needs through both teacher judgement and formative assessment. Formative assessment takes place at set intervals during the year with a non word reading test and spelling check. Teachers will use Read, Write, Inc and other resources and plan using a phonics plan format. Teacher's assessment of individual children will inform the rate at which their children are able to progress through the phases. The groups the children are taught in are flexible and allow for movement. The teacher will be expected to discuss any issues with other teachers in their Key Phase.

At the end of Year 1 there is a statutory assessment - Year 1 phonics screening check, which takes place in June each year.