Phonics policy

Old Hall Primary School



*Aspirational, Inspirational, Motivational – Aim high!*

***Phonics***

At Old Hall Primary School, we use systematic teaching of phonics to support children in learning to read and write. As children progress in their phonic knowledge they will move on from learning letters and the sounds they make, to using and applying this knowledge to read and write words, then into reading and writing sentences. We give the children the opportunity to use and apply their phonic learning through games and activities so that they can use this in their independent reading and written work.

***Aims***

To teach children to:

• apply the skill of blending phonemes in order to read words.

• segment words into their constituent phonemes in order to spell words.

• learn that blending and segmenting words are reversible processes.

• read high frequency words that do not conform to regular phonic patterns.

• read texts and words that are within their phonic capabilities as early as possible.

• decode texts effortlessly so all their resources can be used to comprehend what they read.

• spell effortlessly so that all their resources can be directed towards composing their writing.

***Objectives***

To ensure that children progress in their phonic knowledge through:

* Daily phonic sessions
* Phonics being promoted as a tool to help children decode words to read and spell
* Children being encouraged to use and apply their phonic knowledge in independent work and guided reading sessions

***Planning***

In the school this is based on the Read, Write, Inc (RWI) scheme, which is an inclusive literacy programme for all children learning to read. Pupils work within ability groups which are defined by their performance on R.W.I. phonic tests. Pupils are re-tested during the year and the groups are reorganised accordingly. The phonics planning gives opportunity for sounds to be revised, new sounds to be taught, children to read and write words and apply their learning through a game or activity. Teacher generated planning is minimised as the planning is integrated into the teacher’s handbooks and follows set routines.

***Teaching***

All children (Reception/Year1/Year2) have a daily phonics session of 20 minutes. In EYFS a focus on developing the children’s awareness of the initial sounds is taught first and they are to be taught in a specific order. There are some great video clips for parents on their website: http://www.oup.com/oxed/primary/rwi/forparents/

The sounds taught should be ‘pure’ EG ‘b’, not ‘buh’ as this is central to phonic teaching and ability to recognise sounds in words. The blends are to be de-clustered. eg bl is two specific sounds. The Set 2 sounds are to be taught after Set 1 (initial sounds) followed by the Set 3 sounds.

Teaching through RWI is based on the 5 P’s.

* ***Praise***

Children learn quickly in a positive climate.

* ***Pace***

Good pace is essential to the lesson.

* ***Purpose***

Every part of the lesson has a specific purpose.

* ***Passion***

This is a very prescriptive programme. It is the energy, enthusiasm and passion that teachers put into the lesson that bring the teaching and learning to life!

* ***Participation***

A strong feature of R.W.I. lessons is partner work and the partners ‘teaching’ each other (based on research which states that we learn 70% of what we talk about with our partner and 90% of what we teach). It is important to remember to never give up! Every child can learn to read if you persevere.

***SEN/Able Pupils***

SEN pupils are fully involved in R.W.I. lessons as all pupils work in ability groups and teaching is geared to the speed of progress of each group. 1:1 or small intervention groups will be identified by the class teacher if required. Able pupils are catered for as groups are based on ability and there is the flexibility to accommodate gifted younger pupils within groups of older children.

***Assessment***

Assessments are carried out in each class regularly to assess the children’s knowledge and to determine appropriate groupings. This information is also used to identify areas that need to be revised or repeated.

In Year 1 children take part in the national phonics screening test. This assessment gathers information on the children’s ability to blend and segment decodable words to read, and their recognition of ‘tricky’ non decodable words.

Observations take place where class teachers and support staff have the chance to observe best practice lessons to support their own teaching of phonics.

***Involving parents***

Workshops and parents’ meetings take place throughout the year. These focus on developing parents’ subject knowledge in the teaching of phonics and on supporting them to work alongside their children in phonics activities.