**Longroyde Primary School**

**Phonics Policy**

**Rationale**

At Longroyde Primary School we strive to ensure that all children become successful, fluent readers by the end of Key Stage One and believe this is achievable through a combination of strong, high quality, discrete phonics teaching combined with a whole language approach that promotes a ‘Reading for Pleasure’ culture.

The Rose Report (2006) emphasised high quality phonics as an important part of the word decoding skills required by children to develop higher level whole language and comprehension skills. This approach is in alignment with Longroyde's belief that we first ‘learn to read’ and then ‘read to learn’.

This policy is aimed at reinforcing a consistent, high quality approach to the teaching of phonics across Foundation Stage, Key Stage One and on into Key Stage Two for children who still need this further support.

**Aims**

• To teach children aural discrimination, phonemic awareness and rhyme to aid reading, writing and spelling development.

• To encourage the use segmenting and blending so that decoding skills provide a sound foundation for reading, writing and spelling.

• To ensure the teaching of phonics is lively, interactive and investigative. • To ensure children use phonic awareness across the curriculum.

• To ensure that children know the 44 phonemes within the English language.

• To ensure that children recognise the graphemes within words and associate them with the appropriate phoneme when reading.

• To ensure children are taught strategies to identify and decode ‘tricky words’ within the English language.

**Objectives**

• To provide consistent, high quality phonics teaching that ensures all children have a strong foundation upon which to tackle the complex processes of reading and writing.

• To ensure that the teaching of synthetic phonics is systematic and progressive throughout the foundation stage, key stage one and key stage two for those children needing interventions to support phonetic knowledge and understanding.

• To ensure that children have sound phonetic knowledge, understanding and skills so that they can decode words confidently and engage with higher order reading and writing skills.

**Curriculum, Teaching and Learning Guidance**

At Longroyde Primary School, we follow the letters and Sounds document’s principles and practice across the EYFS and Key Stage One – this is supported by teachers using elements from Read, Write Inc and Phonics Play to support the effective delivery of phonics lessons by catering for all children’s needs.

In Key Stage Two interventions are based around the use of Read, Write Inc and the No-Nonsense Spelling programme in order to meet each child’s specific needs.

Teachers use assessment to inform effective provision for all children, using this to plan and deliver well differentiated lessons that engage and challenge all children within the lesson. This assessment should inform the rate at which children progress through the phases and secure a sound understanding of phonics.

All Year One children take the ‘Phonics Screening Check’ - a statutory assessment required by legislation. Those who do not meet the pass mark will be given support and intervention in year two to provide them with sufficient knowledge and understanding to re-take the ‘Phonics Screening Check’ and obtain a pass mark.

Planning for phonics will be done separately from literacy but with the understanding that good phonics teaching should link to the literacy needs of the children within a literacy lesson and across the curriculum. Each Phonics lesson should include the following sections:

• Revisit/Review – Overlearn the previous graphemes and words

• Teach – Introduce a new grapheme / words

• Practise – Develop GPCs (grapheme phoneme correspondences) /read and spell new words

• Apply – Use the new graphemes / words in games and activities to secure knowledge

• Assess – Monitor progress within each phase to inform planning.

**Expectation**

Children in nursery should be taught Phase One though a differentiated approach within the setting on a daily basis. As children become confident in phase 1, phase 2 sounds will be introduced in play based activities.

Children in Reception will be taught a discrete phonics session daily for a forty minute period as a whole class and in smaller groups. Phonics skills are also embedded in writing and reading tasks throughout the areas of provision.

Year One children will have access to high quality daily phonics sessions for twenty-five minutes, delivered by the Class Teacher and supported by the Learning Support Assistant. The underlying aim of Year 1 should be to ensure all children have completed Phases 4 and 5 and be ready to begin Phase 6 upon entry into Year 2 (please see the Appendix for further details of the expected progression through the phonics phases). They should have plenty of practise in recognising ‘Alien’ or pseudo words, in readiness for the Phonic Screening Check and to give them the confidence to read any word. Provision should be differentiated to ensure all children reach their full potential and children are grouped accordingly to ensure this.

**This policy has been produced by Mrs L Geddes in March 2018 and supersedes any previous policy.**

**Approved by governors on:**