

South Stoke Primary School

PHONICS POLICY

September 2023

Review: September 2024

At South Stoke Primary School we are passionate about ensuring all children become confident and enthusiastic readers and writers. We believe that phonics provides the foundations of learning to make the development into fluent reading and writing easier.

Through daily, systematic and consistent high quality phonics teaching, children learn to segment words to support their spelling ability and blend sounds to read words. To allow our children to develop a strong phonic awareness and effective blending and decoding skills, we have chosen to use a DfE validated synthetic phonics programme called Twinkl Phonics and their related reading scheme.

Intent: what is our Phonics curriculum aspiring to achieve?

At South Stoke Primary School, Phonics is taught so that it is accessible to all: every child knows more, remembers more and understands more. Phonics is a key skill that supports the development of early reading and writing as outlined in the Statutory framework for the early years foundation stage and the English programmes of study in the National Curriculum for Key Stage One. At South Stoke Primary School we combine quality phonic instruction with exposure to a range of texts and the promotion of reading for pleasure to provide our pupils with the skills they need to have a successful start to their lives as readers and writers.

Using the DfE validated programme Twinkl Phonics we intend our pupils to be able to:

- ✓ Recognise, read and write all phonemes within each level of Twinkl Phonics;
- ✓ Use their phonic knowledge to blend and segment phonetically decodable words;
- ✓ Use their phonic knowledge to attempt to read and write more complex words;
- ✓ Recognise, read and write high frequency/common exception words that are not phonetically decodable;
- ✓ Read easily, fluently and with good understanding, age and ability appropriate texts;
- ✓ Write clearly, accurately and coherently, using phonic knowledge.

We believe that all children are able to succeed, and that one of our primary tasks as teachers is to find ways of presenting, scaffolding, and teaching concepts in such a way that everyone will achieve.

Implementation: what do we do to deliver our intent?

High standards in teaching and learning are produced by:

- Reflective staff with good subject knowledge who evaluate their teaching and the curriculum regularly against evidence-informed practices and are open to feedback and change;
- High levels of challenge;
- Strong focus on vocabulary and high standards of oracy;
- Stimulating classroom environments which provide support and encourage independence.

High standards in phonics are produced by:

- ✓ Daily Phonics sessions in Early Years and Key Stage 1, whereby the pupils learn new phonemes, improve their ability to segment and blend sounds, and their ability to apply this knowledge into their reading and writing.
- ✓ A scheme of work that teaches specific and relevant vocabulary (Twinkl Phonics).
- ✓ A scheme of work where pupils learn the 44 common sounds in the English language and are taught how to blend these sounds to decode (read) words
- ✓ Skilled staff who are equipped with the necessary professional development to deliver our curriculum.
- ✓ A cohesive and consistent approach to teaching Phonics using Twinkl Phonics, where daily sessions follow the same structure: Revisit/Recap, Teach, Practise, Apply, Assess
- ✓ Children having easy access, both at school and at home, to decodable books appropriate to the phase they are learning.
- ✓ Planned opportunities for home learning tasks to consolidate and extend knowledge and skills.
- ✓ Small and focussed group teaching to target children's specific next steps.
- ✓ Regular reading opportunities and story times for all children in Early Years and Key Stage 1.
- ✓ A curriculum that meets the needs of all pupils (including pupils with SEND and pupils entitled to the pupil premium grant).
- ✓ Children who need extra support to develop their phonic knowledge in Reception and across Key Stage 1 and 2 are identified and targeted for intervention. There are a range of intervention strategies which the school uses and the most appropriate one is selected once a child's needs have been assessed.
- ✓ Phonics skills are also embedded in writing and reading tasks in English lessons and through continuous provision.
- ✓ Children will learn 'tricky words' that are not decodable using phonics alone as they have spellings that do not show grapheme-phoneme correspondence. Twinkl phonics sets out high-frequency words (including tricky words) to be taught within each level. They are called common exception words in the KS1 Spelling Curriculum.

In Reception pupils will progress through levels 1-4 in line with national expectations. By the end of Reception children should be secure in level 4 phonics. In Year 1 children recap level 4 and should be secure in level 5 by the end of the year. In Year 2 children recap level 5 and should be secure in level 6 by the end of the year. Phonics trajectories show how the phonics skills are taught across a school year in Reception, Year 1 and Year 2. This is subject to change due to children's starting points and assessments. Some children will also progress at different rates.

Impact: how do we ensure that children are learning?

Assessment for Learning is fundamental to raising standards and enabling children to reach their potential. Assessment in phonics takes place daily using a range of informal strategies and verbal discussions with children.

Children's phonic knowledge is formally assessed termly (6 times a year) and the data is used to inform future teaching and identify pupils requiring additional support.

At the end of Year 1 children will complete a phonics screening test. This is a statutory assessment and data is collected by the Department for Education. Children who do not meet the pass threshold will retake the test in the summer term of Year 2.