

Chevening (St Botolph's) CE Primary School



Phonics

This policy was reviewed: November 2022
Review Date: Autumn 2024

CHEVENING CE (AIDED) PRIMARY SCHOOL

PHONICS POLICY

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In line with our Biblical Vision (Matthew 13: 31-32),

“The kingdom of heaven is like a mustard seed, which a man took and planted in his field. Though it is the smallest of all seeds, yet when it grows, it is the largest of garden plants and becomes a tree, so that the birds come and perch in its branches.”

This policy has been developed being mindful of our aim to provide an excellent education and through being

- True to Christ and His teachings.**
- Known for kind and thoughtful actions and attitudes.**
- Inclusive in serving, sharing and showing God’s love to benefit all**

Phonics has long been one of the fundamental approaches to teach children how to read. The acquisition of sounds and corresponding graphemes forms the foundations for each child’s reading journey – one which we intend to be lifelong and full of enjoyment. Through the learning of phonics our children become confident readers and are able to apply this understanding to decode new words and also to be able to spell increasingly accurately. Children are taught phonics as the primary strategy for reading and are encouraged to use this approach until they are able to read words automatically on sight. We recognise the importance of teaching comprehension skills alongside phonics to give a rich, varied approach to the teaching of reading.

Our policy sets out our approach to the teaching and learning of phonics, ensuring a consistent approach and fidelity to our chosen scheme. This scheme applies to the education of all of our children and care and attention is taken to ensuring that learning is accessible to all, including those with additional needs.

Intent

It is our intention for all of our children to read fluently by the end of Key Stage 1. Primarily, this is through the carefully sequenced teaching of phonics so that children are then able to apply this understanding with increasing fluency. Through careful and regular assessment we identify children who have fallen short of this and ensure that support is provided throughout Key Stage 2 to allow the children to leave primary as a confident, capable reader.

We want our children to have the best possible introduction to reading and as such, all staff involved in the teaching of phonics are trained using the Essential Letters and Sounds materials. In addition to this, our staff see themselves as reading role models and help to foster a love of reading through their own enthusiasm for reading. We want our children to love reading and as such, find meaningful opportunities to share texts with children throughout the school day.

Implementation

In line with the Government recommendations, we have adopted the use of an approved Systematic Synthetic Phonics Programme: Essential Letters and Sounds. The programme is followed as it is intended, with fidelity to the approach. The content to be covered in each year group is carefully mapped out, with clear direction on the content for each term.

Phonics lessons occur daily in Year R and 1. Phonics forms a part of the Year 2 day initially, moving on to more of a focus on spelling and guided reading as the year progresses.

Our daily lessons follow this structure:

1. Review previously taught graphemes, ensuring that the children are saying the pure sound for each grapheme.
2. Review previously taught Harder to Read and Spell (HRS) words quickly.
3. Segment and orally blend a selection of words.
4. Review reading known words which are phonetically decodable, aiming for quick, fluent reading.
5. Teach new HRS word. Identify the part of the word which makes it tricky e.g. the **ey** – **ey** making the ai sound makes 'they' tricky. Everyone uses the new sound in a sentence.
6. Teach new sound then the grapheme. Each grapheme has a picture with a mnemonic or rhyme to help remember. E.g **ar** – a **far** star.
7. A variety of words, phrases and sentences which contain the new sound are read then the children complete a worksheet and independently write a dictated sentence or word.

Not every lesson teaches a new sound; these lessons are review lessons which follow a similar structure as above, reviewing sounds, words, phrases and sentences. The children complete work on mini white-boards and read an appropriate phonetically decodable book.

Children are all given a phonically-decodable book to read at home. These are in line with the phonics content being taught in class. The children are encouraged to read the same text 4 times over the course of a week to build fluency and recognition of the new graphemes.

Some children need additional support for sound recognition and blending. Either a teacher or teaching assistant will provide an intervention each day for a small group of children for short bursts (10 or 15 minutes) to practice and help consolidate.

To further encourage a love of reading, we use the CLPE Power of Reading as the primary approach for our English lessons. This places a high-quality text at the centre of all of the children's English learning (reading and writing). In addition to this, children develop their comprehension skills through discrete reading lessons (taking either a

guided or whole class approach dependent on the needs of the children) and also have opportunities to read for pleasure in our class book corners and our well-stocked school library. Our children are encouraged to talk about, and share the books they read with others so that we develop a culture of enthusiasm for reading.

Impact

We monitor the impact of our teaching on a daily basis through quality assessment for learning. This helps to identify where whole class teaching needs adapting and where additional support for targeted children may be required.

Where possible, our children read with an adult to allow impact to be assessed. As much of the impact of phonics is shown in the children's ability to read unfamiliar texts, we are also able to gain some useful information through summative assessments in the form of reading tests. These are used three times a year from Year 2 upwards (and twice a year for Year 1).

The Phonics Check at the end of Year 1 forms the statutory assessment part of monitoring the impact. Any children who do not pass in Year 1, will resit in Year 2. We take care to identify children who passed on the second try and/or were near-fails to ensure that these children continue to be monitored and supported.