



POLICY FOR PHONICS

DOCUMENT HISTORY	
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BY:	Phonics Subject Leader
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APPROVED BY GOVERNING BODY:	

Document Purpose

This policy reflects the values and philosophy of Berwick Hills Primary School in relation to the teaching and learning of Phonics. Our aim is to teach pupils aural discrimination, phonemic awareness and rhyme awareness in order to encourage good spelling.

- To encourage repetition and consolidation, so that spelling becomes automatic.
- To encourage pupils to segment and blend.
- To learn to read and write all 44 graphemes in the English language.
- To teach pupils specific strategies to help them remember tricky words.
- To ensure that the teaching of phonics is lively, interactive and investigative.
- To encourage pupils to apply their phonic skills in all curriculum areas.

Audience

This policy document, having been presented to and agreed upon by the whole staff and Governing Body, is distributed to all members of the teaching and non-teaching staff and the curriculum committee of the Governing Body. Further copies of this policy are available from school upon request.

The Curriculum

Nursery

Pupil to access differentiated phase one teaching through short guided groups daily and the learning environment provision. All Key Persons to segment and blend words regularly and to have a secure knowledge of the Letters and Sounds programme through CPD.

Reception

To teach Letters and Sounds daily for up to 20 minutes from the pupil's start date. To differentiate the groups to ensure pupils are reaching their full potential and support given is appropriate. All pupils to have completed phase 2 and 3 by the end of the year and be ready to start phase 4 in Year One.

Year One

To teach Letters and Sounds daily for up to 30 minutes. To differentiate the groups to ensure pupils are reaching their full potential. For all pupils to have completed phase 4 and 5 by the end of the year and be ready to start phase 6 in Year Two.

Year Two

To teach Letters and Sounds daily for 30 minutes. To differentiate the groups to ensure pupils are reaching their full potential. For all pupils to have completed phase 6 by the end of the year also to regularly revisit the sounds and tricky words learnt throughout the Letters and Sounds programme.

Year Three

To teach Letters and Sounds daily for 30 minutes if at least 70% of the cohort have not completed the Letters and Sounds programme. If only a small proportion have not completed the required level then a daily intervention group should be in place.

Upper Key Stage Two

Further interventions to run for pupils who have not completed the Letters and Sounds document.

Teaching and Learning Styles

Berwick Hills uses the Letters and Sounds document. Our principal aim is to develop the pupil's phonological awareness, ability to segment and blend words and read tricky words on sight- to become fluent readers! Our teaching at all levels should include:

- Teacher exposition
- Whole class, group and individual work
- Tricky word vocabulary

Phonics Planning

Whole class teaching of phonics is planned on a Berwick Hills Planning form, found on the shared drive. This format includes the revisit/ review- teach- apply- assessment sections recommended by the Letters and Sounds document. All Early Years and Key Stage One classes split into differentiated groups for daily phonics sessions – each teacher plans for their own group and any teaching assistants who lead phonics groups will have plans provided for them by the class teacher.

Differentiation

We aim to encourage all pupils to reach their full potential through the provision of varied opportunities to access phonics. We recognise that our phonics planning must allow pupils to gain a progressively deeper understanding of the phonetic structure of the English language as they move through Berwick Hills to ensure all pupils are provided with the key tools needed to become a fluent reader. Careful thought will be given to the provision of appropriately structured work for pupils with SEND, often through intervention groups or those exceeding age related expectations through enrichment. The school has a variety of strategies to enable all pupils to have increased access to the curriculum through a broad – based, multi-sensory, visual, auditory and kinaesthetically planned phonics sessions.

Assessment and Reporting

Opportunities for assessment will be identified in planning. At the end of each phase in Letters and Sounds pupils will be assessed on their progress and put into groups accordingly. Pupils are assessed termly using assessment grids. The class teacher will decide which phase the pupil should start to be assessed at and if they achieve a high result on the assessment grids they will proceed to the next phase; and vice versa if they do not achieve well. The pupils will be entered into their phase for the term and colour coded, red for low in the phase, orange for secure and green for high in the phase. The teacher will pass on this tracking grid to the next teacher for the following academic year. Staff will also hold meetings with parents and written annual reports are forwarded to parents in the summer term.

National Phonic Screening

All pupils in Year One will be screened using the National Assessment materials in the Summer term. If the pupils in Year One fail the screening they will be retested when they are in Year Two. This data will be submitted to the Local Authority.