Logo

Description automatically generated

**KIMBOLTON ST JAMES’ C OF E PRIMARY SCHOOL**

**PHONICS POLICY**

.

Date signed off by Full Governing Body:

Signed Adam Breakwell, Headteacher

Gill James, Kimbolton Chair of Governors

Date next review due:

Our vision is rooted in 1 Corinthians 16:13-14: ‘Keep alert, stand firm in your faith, be courageous, be strong. Let all that you do be done in love.’

At St Mary’s C of E 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 helps instill a lifelong love of reading and literature.

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 our 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 the Early Years Foundation Stage (EYFS), Key Stage One and on into Key Stage Two for children who still need this further support.

**Aim**s

* To teach children aural discrimination, phonemic awareness and rhyme to aid reading, writing and spelling development.
* To encourage the use of segmenting and blending so that decoding skills provide a sound foundation for reading, writing and spelling.
* To ensure the teaching of phonics is lively, engaging and interactive.
* To enable children to use phonic awareness across the curriculum.
* To ensure that children know the 44 phonemes within the English language.
* To teach children to recognise the graphemes within words and associate them with the appropriate phoneme when reading.
* To provide children with strategies to identify and decode tricky words.

**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 EYFS, 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.

**What Phonics Looks Like at Kimbolton St. James’**

At Kimbolton St James’ C of E Primary School, we follow the Letters and Sounds scheme of learning across the EYFS and Year One. Teachers use assessment to inform effective provision for all children, using this to plan and deliver lessons that engage and challenge all children within the lesson. This assessment should inform the rate at which children progress through the scheme 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 programmes in Year Two. Those children who do not obtain the required level set by the ‘Phonics Screening Check’ will receive phonics teaching in the first term of Year Three – which will be further supported throughout the year and across Key Stage Two with a phonics and/or spelling intervention programme based on Letters and Sounds. Planning for phonics will be done separately from English, but with the understanding that good phonics teaching should link to the literacy needs of the children within an English lesson and across the curriculum.

Each phonics session has 4 clear parts: review, teach, practise, apply and during this children will learn sounds, blend and segment words, read and write words and sentences.

**Phonics in EYFS**

Children in Reception will be taught a discrete phonics session daily for a twenty minute period as a whole class in the first half term. Following an assessment at October half term the children may then be grouped according to ability. Phonics skills are also embedded in writing and reading tasks in English and reading sessions. Groups will be differentiated to ensure that all children are reaching their full potential within a challenging and supportive environment. The driving ethos should be for all children to complete Phase 4 by the end of Reception and have a sound understanding in order to Phase 5 by the start of Autumn Term 2 in Year 1. For children who have not reached the expected level by Year 1 additional phonics support through specific and targeted interventions will be put in place.

**Phonics in Year 1**

Children in Year 1 have access to high quality daily phonics sessions for twenty minutes. The underlying aim of Year 1 should be to ensure all children have completed Phase 5 and be using their phonic knowledge to read and write effectively. 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. Children should aim to read and write all the common exception words for Year 1.

**Phonics in Year 2**

Children in Year 2 who do not pass the Phonics Check at the end of Year One will continue to have access to high quality daily phonics lessons for twenty minutes. They will then move onto RWI Spelling which looks at different spelling patterns and suffixes. Children should aim to read and write all the common exception words for Year 2.

**Phonics in Key Stage 2**

Children in Year 3 who have not reached a sufficiently proficient level in GPC awareness and application should be given access to a daily phonics session.

**Classroom Environment**

In Classes One and Two and in intervention teaching areas there is a Phonics display including a sound frieze head and the appropriate speed sound chart. Children have access to sound mats when writing.

**Homework**

Parental involvement is key in the acquisition of Phonics. Each child in Reception receives new sounds and words to add to their keyring to take home and practise. Children in Year 1 have spellings to learn at home based on previously taught graphemes and common exception words. They also practise phonics through games on Spelling Shed. Children in Year 2 receive spellings to learn on Spelling Shed. A Phonics Meeting for parents is held in the Autumn term.

**How we assess progress in phonics**

Assessment for Learning takes place in all classes, continuously throughout the year and we assess pupil progress using our half termly phonics assessments. Each term, Year 1 pupils will be given practise Phonic Screening papers to identify any gaps in learning and check that they are on track to pass the screening. Year 2 pupils who need to re-sit the Year 1 Phonic Screening will also be assessed every term.

**Subject Leadership**

The Phonics subject leader will:

* support and monitor the subject.
* ensure that his/her subject knowledge and expertise are kept up to date by means of regular training.
* ensure that staff receive adequate training in the teaching and assessment of Phonics
* regularly monitor the quality of Phonics teaching across the school.
* liaise with the governing body Curriculum Committee which holds responsibility for English, and the Committee Chair will report regularly to the Full Governing Body on progress and attainment in Phonics.
* ensure that the areas of study set out in the National Curriculum 2014 are implemented.