



Yate Academy Woodlands

PROCEDURES FOR TEACHING PHONICS

Aim

To raise standards of attainment for all pupils in reading and writing, by providing high quality phonics teaching and learning opportunities. To bring about effective learning based on current knowledge and understanding of how children learn best.

Objectives

- To give children word work strategies that will enable them to become fluent readers and confident writers
- To give clear guidance on teaching expectations establishing consistent practice, progression and continuity in the teaching and learning of spelling and phonics throughout EYFS and KS1
- To differentiate spelling and phonics work according to the needs of pupils, so that all pupils are given sufficient challenge at a level at which they can experience success
- To ensure effective assessment is key to future learning.

Strategies

- Phonics is taught in a clear and structured way
- Teaching phonics requires a technical skill in enunciation and phonemes should be articulated clearly and precisely
- In EYFS and Key Stage 1 teaching is guided by Letters and Sounds, published by the DFES in 2007, and supported by Jolly Phonics approach
- LCP planning is to be used and can be adapted and can be supported by Active Learn Primary Bug Club
- Alongside direct teaching, children are also given opportunities across their Literacy work and in other curriculum areas to apply their new phonics and spelling skills
- Shared reading, writing, guided reading, writing and independent work time is used to provide opportunities to consolidate and use their newly acquired skills.

Year 1 Phonics Screening

- There is a statutory phonics screening test for all pupils in the summer term of Year 1

- An on entry test is carried out by class teachers in October, further monitoring tests are carried out in line with assessment points (for all or some children where necessary); the results of these tests inform phonic groupings and teaching
- The results of this test are published in the School Profile
- Parents are informed of their child's score, if they have achieved the threshold or not, in their end of Year 1 report
- If children do not reach the expected threshold, they are retested in the summer term of Year 2 and will be given targeted intervention to ensure they reach the expected level
- Any child still not achieving the threshold in Year 2 will receive individual intervention in Year 3; consideration will be given as to whether they should be identified as SA, careful monitoring will be carried out.

Procedures for managing phonics and spelling teaching in EYFS and KS1

- Phase 1 of Letters and Sounds should continue throughout Nursery, Reception and Year 1.
- Initially the children are taught the phonemes using actions, songs and picture cues outlined by Jolly Phonics
- When children are taught phonemes made of two or more letters they are asked to write the letters joined up so that they also develop the memory of the hand
- All children in EYFS and KS1 have a daily phonics session. In EYFS the format of this session will vary according to the children's needs, by KS1 all children will have a session of around 20 minutes daily
- Year 1 children will have 2 daily phonic lessons
- Phonics teaching is delivered through differentiated year group teaching
- Phased phonic groups/interventions are regularly monitored and reassessed; ensuring fluidity in groupings according to the needs of the children
- Support staff are used effectively to support whole class teaching and to deliver small group phonics teaching. Responsibility for ensuring all children make expected progress remains with the Class Teacher
- All phonics and spelling sessions should follow the clear pattern of Revisit and Review, Teach, Practise, Apply using LCP Phonics Planning. LCP Phonics planning is saved on the Teacher Shared drive in all year group's planning Literacy resources file as well as the Letters and Sounds document
- Segmenting and blending is used consistently throughout the day
- Children will use sound/phoneme buttons and blending arrows to support the reading of words
- EYFS children will write on white boards on the carpet and Class Teachers will make electronic observations using 2simple, by Term 6 all children will have a phonic book and write at tables, these books will be continued into Year 1
- Year 1 phonic lessons will have a balance of carpet and table work
- Year 2 phonic lessons will progress to table work
- All writing in books will be done at tables
- Children are taught how to read nonsense words in Year 1
- Phonic reading scheme books allow the children to practise and apply their new skills

- Year 1 and 2 Phonic screening tracking sheets are used to show the results of screening tests in Term 2, 3, and 4.
- We use a variety of reading schemes that are banded to support the application of phonics to support reading at KS1

Classroom environment

All EYFS and KS1 classrooms will have alphabet and phonic posters in clear view for children. There should be reminders of the letters and sounds content learnt in all classrooms up to Year 2. Phonic posters and phonic mats should be available for all children to refer to and children will be prompted to refer to them in all lessons. Class Teachers will model using posters and sound mats regularly.

Involvement of mums, dads, carers and other members of the family:

Several opportunities are found for involving parents:

- Parents are also introduced to Phonics in EYFS and Year 1 in Term 1
- Support sheets are sent home through home learning
- Further workshops will be held throughout the school year
- Providing curriculum information in Newsletters
- Effective consultation meetings.

Equal Opportunity

All members of the school community have the right to access good quality teaching and learning as part of our desire to offer an inclusive education. Teaching is differentiated to take in to account differing abilities and talents. Expectations are high for all. Barriers to learning need to be understood and overcome wherever possible. Issues related to unequal access or progress (e.g. gender or disability) are recognised and dealt with quickly. Cultural heritage and background is recognised and promoted.

Success Criteria for the effective use of this policy

All, or an increasing number, of children are reaching the expectations set out in this policy, as shown by regular monitoring.

Monitoring and evaluation

- Curriculum Leader monitors teaching and learning in phonics through lesson observations, scrutiny of plans/work and interviews with children
- Curriculum Leader monitors the effectiveness of classroom displays
- Regular Phonic Action Plan meetings with SLT and Class Teachers to review impact and progression.

Review

Evidence and evaluations from the monitoring process will be fed back to the SLT for review. Any necessary steps will then be taken to address identified needs e.g. through professional development.