

## Phonics Policy

### Introduction

At Two Gates Community Primary School we use a systematic teaching of phonics to support children in learning to read and write. As children progress in their phonic knowledge they will move on from learning letters and the sounds that they make, to using and applying this knowledge to read and write words, then into reading and writing sentences. We give the children the opportunity to use and apply their phonic learning through games and activities so that they then use this in their independent reading and written work.

### Objectives

To ensure that children progress in their phonic knowledge through:

- Daily phonic sessions
- Phonics being promoted as a tool to help children decode words to read and spell
- Children being encouraged to use and apply their phonic knowledge in independent work and guided reading sessions

### Planning

At Two Gates, phonics planning is taken from the *Letters and Sounds* document and is added to and adapted to meet the children's individual needs. Nursery to Year 2 follow midterm planning that ensures consistency in the teaching, learning and progression in children's phonic learning. The phonics planning gives opportunity for sounds to be revised, new sounds to be taught, children to read and write words and apply their learning through a game or activity. Children move on to support for spelling and year group spelling lists from Year 3 onwards, however those children who need to are still supported with their reading and spelling using phonics in KS2.

### Teaching

Pupils should be taught to:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught

(Statutory requirement NC)

Pupils in Nursery to Year 2 have a daily phonics session of around 20 minutes. In EYFS as children begin school, they are assessed as to their phonic awareness and then grouped accordingly. In EYFS a focus on developing children's phonic awareness and Phase 1 skills is also taught within the daily provision during free flow sessions.

At all stages phonics is taught through a multisensory approach in line with our Dyslexia friendly Status. Regular assessment is used to ensure that children are in the correct phonics groups.

### **Assessment**

Assessment is carried out at the end of each Phonic phase to assess the children's knowledge and to determine appropriate groupings. Children's progress is monitored half termly to check progress and this information is used to identify areas that need to be revised or repeated as well as to ensure appropriate challenge. Children that do not pass the Year one phonics screening test in Year One have the opportunity to repeat the test when they are in Year 2. We acknowledge that for most children regular Synthetic Phonics lessons are the best way to learn, but some children require a different approach. For those children we run Direct Phonics programmes, where children work in a smaller group and they learn through cumulative and repetitive patterns.

### **Standards**

In Year 1 children take part in the National Phonics Screening Test towards the end of the year. This assessment gathers information on the children's ability to blend and segment decodable words to read, and their recognition of 'tricky' non decodable words. Their scores are reported to parents as a pass or fail in the end of year 1 reports.

### **Cross Curricular Links**

In the school we recognise the impact good phonics teaching can have on children learning to read and write, but we see it as part of a rich English curriculum. Children are exposed to a wide variety of books and texts to encourage their love of reading. During literacy sessions we encourage children to apply their phonic knowledge to read and write. In Early Years children are given the opportunity to develop their mark making into early writing through setting exciting contexts for writing for a purpose using their phonic knowledge.

### **Involving parents**

Workshops for parents are run during the year. These workshops focus on developing parents' subject knowledge in the teaching of phonics and on supporting them to work alongside their children in phonics activities.