



St. Thomas' CE Primary School

Phonics Policy



The aim of this policy is to ensure that a consistent 'whole school' approach is applied to the teaching of Phonics. The school aims to provide a secure, stimulating and enriching environment, where there is equal access to phonic knowledge and understanding.

Through the teaching of phonics we expect:

- The children to become fluent readers, having secured word building and recognition skills.
- The children to be able to read words that do not conform to regular phonic patterns.
- That the children have the confidence to attempt to read texts and words that are within their phonic capabilities as early as possible, even though all words may not be entirely decodable by the children unaided.
- The children to be able to attempt to spell words for themselves, within the range of their phonic knowledge using strategies to attempt words that are unfamiliar to them.
- To help the children to apply the skill of segmenting and blending the graphemes in words in order to read them.
- To help the children to segment words into phonemes in order to spell them.
- To learn that segmenting and blending words are a reversible process.

Phonics teaching

- The teaching of phonics is systematic, that is to say, it follows a carefully structured programme, building on previous learning to secure children's progress.
- Phonics is taught from Nursery to Year Two and booster sessions are held in Year Three for those children who have been identified by the school.
- It is taught discretely and daily (in nursery and Year One, Reception 4 times a week and three times a week in Year Two) at a brisk pace with lessons lasting around 20 minutes.
- There are opportunities to apply phonic knowledge and skills across the curriculum and in activities such as whole class and guided reading, as well as reading independently and writing in all curriculum areas.
- Children's progress in developing and applying their phonic knowledge is carefully assessed and monitored throughout the Foundation Stage and Key Stage One.
- We follow the Letters and Sounds approach as outlined in "Letters and Sounds": Principles and Practice of High Quality Phonics, found in the Primary National Strategy 2007.
- Phonic sessions are led by teachers and support staff based on the needs of the pupils.
- Interactive and engaging resources are used including: Phonics play, Smart Kids resources, Twinkl resources and those designed and developed by the teachers.
- It is the responsibility of the class teacher to plan the phonics sessions for their children following the teaching sequence of revisit review, teach, practise and apply.

Phonics assessment

Children's progress in developing and applying their phonic knowledge is carefully assessed and monitored by the class teacher. Children are tracked using the Letters and Sounds Progress Tracking sheet every term with teacher assessments carried out on the 100 high frequency words for both reading and spelling, grapheme recognition and applying phonic knowledge to reading and writing in other curriculum areas.

In addition in Year 1 children will take the phonics screening check. This assessment is set by the government will test individual children on the phonemes taught throughout the phases 2, 3 and 5 of the phonics teaching sequence and their ability to read them in real and pseudo words. If a child does not reach the appropriate standard then additional support will be put in place in order for the child to make accelerated progress and they will be retested in the summer term of year two.

Phonic resources

Smart kid resources are available in every year group in KS1 and Foundation stage.

The schools has a yearly subscription to phonics play.

There are a range of phonically decodable reading books for guided reading and a developing range for individual readers.

Training can be arranged as and when is necessary to help in the development of the staff and the delivery of phonics.

*** Signed on hard copy

Subject Leader

Headteacher

Nominated Governor