

THE ROCHE SCHOOL

Phonics Policy

This policy which applies to the whole school is saved on the school shared system and upon request a copy (which can be made available in large print or other accessible format if required) may be obtained from the School Office.

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| Information Sharing Category | School Shared System (Public copy provided on request) |
| Date Published | September 2023 |
| Authorised by (if required) | SLT Team |
| Review/Update Date | September 2024 |
| Responsible Area | Amy Fraser |

At The Roche School, we are committed to providing high-quality phonic lessons (Sounds Write) to ensure that all children have the best opportunities provided to them in order for them to become competent and confident readers and writers. This Phonics policy should be read alongside other school policies, including:

- English policy
- Handwriting policy
- Homework policy
- Curriculum and Planning policy
- Early Years Foundation Stage policy
- Special Educational Needs and Disabilities (SEND) policy
- EAL Policy
- High Achievers policy
- Assessment policy

We use the synthetic¹ phonics method of teaching and thereby supporting children in developing a confidence in and love of reading and spell words for writing.

As children progress in their phonic knowledge, children will move on from learning letters and the sounds that they make, to using and applying their knowledge to read and write words, then into reading and writing sentences. The work will be set within a broad and language rich curriculum. We recognise that children have different learning styles, and we tailor our teaching to best support children who need it with a variety of multi-sensory resources.

Aim

Children should be able to:

- Recognise grapheme-phoneme correspondence. (A grapheme is the term used for the written form of a letter and phoneme is its corresponding sound.)

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- Blend and segment sounds easily.
- Learn that segmenting words into their constituent phonemes for spelling is the reverse of blending phonemes into words for reading.
- Recognise words that cannot be decoded ('high frequency' words) and read/write them correctly.
- Use and apply their phonic knowledge in independent work.
- Develop and learn a personal bank of frequently used words, as indicated in the English National Curriculum.
- Enjoy using words and language, progressing from 'learning to read' to 'reading to learn'.

¹ Synthetic phonics is the method of teaching people to read by training them to pronounce sounds associated with particular letters in isolation and then blend them together

Entitlement

Our children are provided with a variety of opportunities to develop and extend their phonics skills in and across Nursery, Reception and Key Stage 1. It will also be continued into Key Stage 2 where necessary to support those children who do not yet have the phonic knowledge and skills they need.

In the EYFS & Key Stage 1, pupils have access to a range of phonics opportunities that include:

- Discrete phonics teaching in sets, happening daily in EYFS and Year 1 and three times a week in Year 2.
- Applying skills in cross curricular contexts.

In Key Stage 2, pupils have access to a range of phonics opportunities that include:

- Discrete phonics teaching until the Sounds Write programme is complete.
- Phonics teaching as part of an intervention group where gaps in phonological knowledge have been identified.
- Applying skills in cross curricular contexts.

Teaching & Learning

The Roche School mainly uses the Sounds Write programme from Year 1 upwards, while EYFS will use Letters and Sounds. Our principal aim is to develop each pupil's phonological awareness and their ability to segment and blend words and read everyday words on sight so that they become confident and fluent readers. Our teaching at all levels should include:

- Teacher exposition.
- Whole class, group and individual work.

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- Everyday word vocabulary.

The Sounds Write programme is used as a basis for the planning of teaching phonics and spellings. Beginning in Reception, children will cover the Sounds Write Initial Code with the aim to complete this by the end of the academic year. Where appropriate, teachers will insert activities from other programmes such as Jolly Phonics to provide for children's different learning needs. By the start of Year 1, most children will move onto the Sounds Write Extended Code to consolidate their understanding of all the sounds.

Assessment

Assessment is carried out discreetly at the end of each Phonics unit to assess the children's knowledge and to determine appropriate groupings. Teachers assess children's application of their learning through dictation exercises and class work. This information is used to identify areas that need to be revised or repeated. When children are using a sound with 75-80% accuracy, the Sounds Write programme encourages the next sound to be taught, and previous sounds will naturally be revised within future activities.

At the end of Year 1, all children take part in the national phonics screening test. This assessment gathers information on the children's ability to blend and segment decodable words to read, and their recognition of 'tricky' words. If children in Year 1 fail the screening, they will be retested when they are in Year 2. If children in Year 2 fail the screening, an intervention support group will be set up to consolidate their knowledge and skills.

Spelling Homework

Spellings are taken from the phonics programme. Children in Year 1 & 2 receive spellings based on the sound being learnt in class. Children in Year 3 and above (who have completed the phonic code) receive spelling lists based on spelling patterns being revised in class. Spellings are based on prior attainment and phonological need and children's learning is tested regularly to ensure spellings are fit for purpose. Spelling is informally assessed through daily observations of children's work in lessons and marking. Spelling is formally assessed on a weekly basis; this information is used to identify areas that need to be revised or repeated. To ensure that children do not just learn words out of context in a list, part of the assessment includes a dictation, writing some of the words within sentences.

Involving Parents

Reading talks are run for parents throughout the year. These workshops focus on developing parents' subject knowledge in the teaching of phonics and on supporting them to work alongside their children when reading and writing. Parents who are new to KS1 are encouraged to complete the online Sounds Write course for parents, to familiarise themselves with language that is used in school with regard to phonics.