



Nash Mills C of E Primary School

Phonics Policy

Written: October 2014

Reviewed:

Reviewed:

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This policy should be read in conjunction with the Speaking and Listening Policy, English Policy, Assessment Policy and Assessment for Learning Policy.

If children are to develop as competent readers and writers, it is vitally important that they have a secure understanding of the letter sounds and spelling system of the English language.

At Nash Mills C of E Primary School we aim:

- To develop the full potential of all our pupils within a secure family environment.
- To develop phonic skills in a systematic way based on a stage approach.
- To follow the letters and Sounds programme in Nursery and then Read Write Inc from Reception.
- To refer to Read Write Inc Programme books for details of content and phases of teaching.
- That phonics is set within a broad and rich language curriculum that takes full account of developing the four interdependent strands of language.
- To be delivered through a variety of strategies and published support materials.

Learning Objectives:

- To know the sounds made by each letter of the alphabet both upper and lower case.
- To know that letter names are not the same as letter sounds.
- Children to use the correct terminology when referring to letters and their sounds.

Assessment

- Assessments will be updated each term on the Phonics progress tracking sheet. Please put initials of children in the correct place.
- Staff will use the colour code- highlight **Green** if achieving above and **Red** if working below expected progress. Pupils on track should be left white (without highlight).
- Each term staff will give termly updates to the Phonic Co-ordinator.
- Baseline assessments will be carried out by the Reception teacher in the first few weeks of the Autumn term.
- Year 1 children sit a phonics assessment each summer.

What do we do if we feel a child is not making progress?

- Try different resources to suit the different learning styles of the children.
- Do they have special education needs?
- Do they have hearing problems?
- Do they have speech problems?

Planning

- At present the school will continue to use a separate weekly phonics plan.
- Sessions should be 20 minutes.
- Phonics should be taught at least 4 times a week in Foundation and Key Stage 1.

Organisation

- Both the teacher and the TA will take a phonics group. Years 1 & 2 may group children from across the key stage dependent on the differing abilities of the cohorts. All teachers

and TAs in Foundation and Key Stage 1 are trained in Read Write Inc. Some teachers and TAs in Key Stage 2 have also received this training.

Expectation

Nursery

Phase 1 Letters and Sounds will have been completed by the end of Nursery and children will have begun Read Write Inc initial sounds in the Summer term.

Reception

Children will continue the Read Write Inc phonics scheme. The expected progress is that most children will be starting to read and write long vowel sounds at the end of Reception.

Key Stage 1

Children will continue the Read Write Inc phonics scheme including alternative vowel sounds. The expectation is that they will finish the scheme by the end of year 2.

Spellings

- This will be based on phonic patterns.

Use of ICT

- There are many different resources available to use. Staff will share websites etc in Key Stage meetings.

A variety of teaching strategies are used to encourage children's learning:

- Direct class teaching
- Group work
- Paired work
- Individual work
- ICT and other resources
- Modified resources