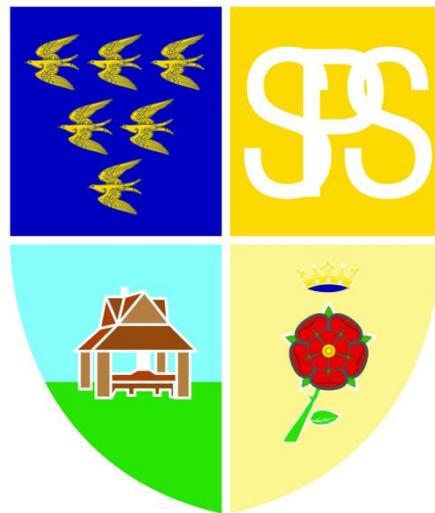




Sedlescombe Church of England Primary School



Phonics Policy 2019

Implemented	September 2019
Review Cycle	Three Years
Review Date	Academic Year 2022-2023

Sedlescombe Vision and Values



Motto:

Learning, Loving and Growing Together with God

Values:

Aspiration	Forgiveness	Kindness
Courage	Honesty	Thankfulness

Vision:

**Our school is a family with God at its heart.
Christian values guide and inform all that we do.**

We aim to:

- **Provide a welcoming, safe and nurturing environment where everyone is able to learn and grow as a unique individual.**
- **Encourage and support each other to be ambitious, resilient and independent life-long learners.**
- **Develop enquiring minds and a love of learning.**
- **Value everyone and celebrate their beliefs, achievements, skills and contributions.**
- **Provide a curriculum that is creative, exciting, challenging and takes learning beyond the classroom.**
- **Reach the highest standards in achievement and attainment.**
- **Create a learning community where everyone is nurtured and challenged to develop academically, personally, morally and spiritually.**
- **Support each other to develop the skills, attitudes and values to grow into responsible members of our global community and God's world.**

Learning, Loving and Growing Together with God

Introduction

The 'Reading by Six' document (OFSTED, 2010), cited the importance of phonics as a tool to developing early reading by stating that; "The diligent, concentrated and systematic teaching of phonics is central to the success of all schools that achieve high standards of reading in Key Stage One."

As such, at Sedlescombe CE Primary School, we strive to ensure all children become successful, fluent readers by the end of Key Stage One. We believe this is achievable through a combination of high quality, discreet phonics teaching and adopting a whole school approach to reading that develops a culture of 'reading for pleasure'.

Aims

- To teach children aural discrimination and phonic awareness to aid reading, writing and spelling development.
- To teach decoding, through segmenting and blending, as a sound foundation for reading, writing and spelling.
- To ensure that children know the 44 phonemes in the English Language, can identify these in words when reading and relate them to the corresponding grapheme.
- To ensure that the teaching of phonics is engaging and motivating.
- To enable children to use their phonic awareness across the curriculum.
- To ensure that children are given the opportunity to learn to read and spell the tricky words in each stage

Objectives

- To provide consistent, high quality phonics teaching that ensures all children have a strong foundation upon which to tackle the complex process of reading and writing.
- To use rigorous assessment as a tool to track the progression of phonics learning for each child. This will in turn be used to plan lessons and interventions accordingly to ensure that all children meet their full potential.
- To continue to teach discreet phonics to children in Key Stage Two who have not met the required standard to ensure that learning can be achieved.

Curriculum, Teaching and Learning Guidance

At Sedlescombe CE primary school we follow the Letters and Sounds document across EYFS and Key Stage One, alongside the National Curriculum statutory requirements for spelling. Teachers can support this through elements of Jolly phonics and Phonics Play

to ensure effective delivery of phonics lessons by catering for all differing needs of the children.

In Key Stage Two, children who need additional support with phonics will either join year one phonics lessons or have interventions following the 'precision phonics' approach. This will be determined by their learning needs.

Planning for phonics will be done separately to English but with the understanding that good phonics teaching will link to reading and writing in English lessons and across the wider curriculum.

Phonics will be taught daily, as a discreet lesson in Early Years and in Key Stage One. Every phonics lesson across EYFS and Key Stage One will follow the following teaching sequence as outlined by the Letters and Sounds document:

- **Revisit and Review** – a chance to re-cap previously taught sounds
- **Teach** – teach the new sound/spellings for that lesson
- **Practise** – provide opportunities for children to practise the new sound/spelling
- **Apply** – apply opportunities to apply that sound when reading and writing
- **Assess** – the teacher will assess the learning of the children and plan for progression.

Children in Reception will begin Phase 2 when they start school with an aim to complete Phase 3 by the end of the academic year. This is to ensure that when children begin Year One they have a firm understanding of Phase 2 and 3 and are ready to begin Phase 4 in the Autumn Term. Year One will begin with a revision of Phase 3 to ensure that there are no gaps before beginning Phase 4.

At Sedlescombe Church of England Primary School, we believe it is important that all children have access to quality first teaching in order that they do not risk falling behind. We believe that if all children are taught as a whole class, they have an increased chance of keeping up. For those children who need extra support with remembering their sounds, they will have a daily intervention in the morning, so that they are still able to join in with the whole class lesson.

All year one children will take part in the 'Phonics Screening' – a statutory assessment required by legislation. Those who do not meet the pass mark will be given support and intervention programmes in year two alongside their daily phonics lessons, in order to secure the knowledge needed to achieve a pass mark when they re-sit the phonics screening at the end of year two.

Children with Additional Needs

All children within KS1 will access phonics lessons within their own classrooms. Through quality first teaching and rigorous ongoing assessment 'gaps' in learning will be identified. The school adopt a keep up not catch up approach, this enables children who have struggled within a morning session of phonics to access a phonics booster sessions. These sessions will focus on individuals targets of unknown sounds and spellings. Intervention sessions will be tailored to the individuals within the group, which may vary day to day.

For some children, learning phonics and spelling may take a bit longer and they will receive additional interventions using more a multisensory approach and have access to pre-teaching and over-learning.

Assessment

Assessment is a crucial tool for ensuring lessons are well pitched and progression happens rapidly. Assessment will be ongoing and rigorous. Formative and summative approaches will be embedded.

Summative assessment happens throughout the teaching and learning cycle. Teachers assess the children during, and at the end of lessons, and adapt their plans as necessary to ensure that the next lesson allows for progression and any 'gaps' that appear in learning are quickly filled through timely and appropriate intervention.

Formative assessment is carried out on a 1:1 basis each short term, totalling six assessments a year. The school uses the East Sussex phonics tracking for in-depth assessment and the East Sussex tracking grid for an accurate picture of attainment and progression across the Key Stage.

In addition to being assessed against their phoneme knowledge, children in Key Stage One will also be assessed against their ability to read and spell the Common Exception words for their year group, as well as the High Frequency Words for their phonics phase.

Classroom Environment

Rather than having a separate phonics display, phonics is incorporated into all displays across EYFS and Key Stage One. Sound buttons are used on key words and focus spelling words are in a prominent position and regularly referred to, to ensure children use these in their writing. Children have access to sound mats for each phase and spelling mats are used which contain then tricky words and common exception words to support children with their writing.

Homework

At Sedlescombe Church of England Primary School, we strongly believe in the importance of all children leaving Key Stage One as confident readers. As such, reading at home with parents is an integral part of our Homework Policy. All children, across all key stages are expected to read at least 4 times a week.

In addition to this:

- Reception children will be given phonics cards to take home and practice in addition to their reading books.
- Year One children will be sent home a weekly phonics task, linked to that week's learning. This will focus on the skills of recognising phonemes and segmenting and blending words.
- Year Two children who are not yet confident in their phonic knowledge will continue to have weekly phonics tasks.