

BLACK HORSE HILL INFANT SCHOOL



PHONICS POLICY

1st February 2018

Approved by Committee _____

21st March 2018

Approved by Full Governing Body _____

Signed _____(Chair)

Signed _____(Headteacher)

Learning for Life



School Vision

Together, our schools will: -

Nurture and empower our children to become creative, compassionate and confident citizens, in a diverse and ever-changing world.

School Aims

Our school community will: -

- Have high expectations for all
- Inspire a passion for learning
- Provide an enjoyable, yet challenging curriculum
- Develop positive relationships through collaboration
- Create a safe and happy environment

School Values

All our children, staff and parents will share the same core principles of: -

- Respect
- Honesty
- Kindness
- Excellence
- Perseverance
- Friendship
- Motivation and hard work
- Politeness and good manners

PHONICS POLICY 2016

1. AIM

At Black Horse Hill Infant School, we believe that high-quality phonic teaching secures the crucial skills of word recognition that, once mastered, enable children to read fluently and automatically. Once children are fluent readers, they are able to concentrate on the meaning of the text. The 'simple view of reading' shows that both dimensions are necessary to achieve fluent reading. However, the balance between word recognition and language comprehension shifts as children acquire secure and automatic decoding skills and progress from 'learning to read' to 'reading to learn' for purpose and pleasure. The ultimate goal of learning to read is comprehension. As children develop knowledge of graphemes and grapheme phoneme correspondence also develops, they are able to segment words and apply their phonic knowledge to encode to spell with increasing confidence and accuracy.

2. HOW PHONICS IS ORGANISED

Phonics lessons will be streamed across the year group (Except in Foundation 1)

Phonics lessons will take place four times a week. Each session will be 25 minutes.

3. PROGRESSION OF LEARNING

Foundation Stage

Foundation 1

In our nursery, children enjoy learning nursery rhymes and voice play songs. Rhymes sensitise a child to the individual units of sound that make up a word. The rhythms present in nursery rhymes help children to remember the words, exercising their auditory memory skills. In line with the rest of the school, we follow the Letters and Sounds Programme, starting in Phase One. Small group activities that focus on listening to individualised sounds including environmental sounds will be a huge part of the learning that takes place in nursery. Research tells us that with an increase in the amount of technology and less "quality talking time" at home, listening skills have decreased over time. As such, this core skill should not be underestimated in terms of its value as it underpins all future phonic learning.

Phase One activities are arranged under the following seven aspects.

- Aspect 1: General sound discrimination – environmental sounds
- Aspect 2: General sound discrimination – instrumental sounds
- Aspect 3: General sound discrimination – body percussion
- Aspect 4: Rhythm and rhyme
- Aspect 5: Alliteration
- Aspect 6: Voice sounds
- Aspect 7: Oral blending and segmenting

Each aspect is divided into three strands:

- Tuning into sounds (auditory discrimination)
- Listening and remembering sounds (auditory memory and sequencing)
- Talking about sounds (developing vocabulary and language comprehension).

Foundation 2

Not all children who enter Black Horse Hill Infant School at Foundation 2 will have had the high quality phonics teaching that the children who attended nursery will have. As such, on entry, children will be baselined to identify strengths and areas to address.

By the end of Foundation 2, most children will be secure reading and writing words using appropriate GPC (grapheme phoneme correspondence) knowledge up to Phase Three. This includes reading and spelling tricky words (non-decodable).

Year 1

The expectation is that children in Year 1 will be assessed on their previous learning to identify any gaps. The emphasis will then be on plugging any gaps before moving onto the next phase.

By the end of Year 1, the expectation is that most children will be secure reading and writing words using appropriate GPC up to phase 5b. This includes reading and spelling tricky words (non-decodable).

Ideally, Black Horse Hill's phonic screen data will be in line with or above that of Wirral and national data.

Year 2

The expectation is that children in Year 2 will be assessed on the previous learning to identify any gaps. The emphasis will then be on plugging any gaps before moving onto the next phase.

After Phase Five, children will be taught more sophisticated spelling rules and patterns following Babcock's Support for Spelling scheme of work.

By the end of the key stage, most children should be able to read hundreds of words, doing this in three ways:

- reading the words automatically if they are very familiar;
- decoding them quickly and silently because their sounding and blending routine is now well established;
- decoding them aloud.

In Year 2, children working below age-related expectations will be supported in catching up by having a greater percentage of quality adult time during Phonic lessons. In addition, they should also be given additional reads and use probes and/or SAFMED cards or similar.

Re-screening will take place in June and all non-SEND children are expected to pass the check at the second attempt. SEND children should have made a significant improvement.

4. PLANNING

Teachers and TAs are welcome and indeed encouraged to devise their own planning to meet the needs of the learners in their sessions. Phonics Play, Letters and Sounds and BugClub may all be used to support the planning of Phonics. There is no prescribed planning format; however, teachers and TAs can see their Phonic lead and one can be provided for them if they wish.

From Phase Two to Phase Five inclusive, there is a six part, non-negotiable format for planning that all staff must adhere to:

- Revisit
- Introduce
- Teach
- Practise
- Apply
- Assess

Pseudo words will be introduced once children can blend. Reading pseudo words will form a fundamental part of Phonic lessons as they give a true insight into pure GPC. The use of pseudo words will be high profile especially in Year 1.

5. LENGTH OF PHASES

In actuality, the length of each phase will vary from class to class in order to best meet the needs of our learners; however, at Black Horse Hill Infant School, we follow the guidance set out in the Letters and Sounds documentation which states the following as a guide:

Phase One – (most of F1)

Phase Two – 6 weeks

Phase Three – 12 weeks

Phase Four – 4-6 weeks

Phase Five – 30 weeks

6. TEACHING:

During lessons, teachers and TAs must model a pure articulation of phonemes at all times. When children make errors with pronunciation as they will inevitably do, staff should model the correct articulation. At Black Horse Hill Infant School, we believe that as soon as children are ready, they should be taught how to track a word with their finger. Similarly, we should model and teach the use of phoneme buttons to help identify phonemes.

At our school, we believe that using a range of vocabulary for phonics is good practice. Therefore, from Phase Two – Phase Six inclusive, language such as; phoneme, grapheme,

blend, segment, digraph, trigraph, split-digraph should be heard. On entry into Foundation 2, this language should be introduced slowly, and the use of sound will also be present. Phonics lessons across the school, regardless of age or ability should be fast paced, active engaging and purposeful.

7. ASSESSMENT

Assessment for Phonics will take place at the end of a phase, not a half-term. Assessments will include:

- Reading graphemes
- Blending
- Segmenting or spelling and/or graphemes
- Reading tricky words
- Spelling tricky words

Regular assessments will help to determine the appropriate phase of phonics teaching for the next term and any additional intervention required. **Data will drive the delivery of phonic teaching in classes. For example if a number of children struggle to identify “au” this will be included in the re-visit section of the lesson.**

When children know most of the phonemes most of the time, then it is time to move to the next phase. Any common phonemes that continue to present a challenge should continue to be targeted during the revisit section of future lessons until children are secure.

Every half term teaching staff will record which phase each child is working at. This information will be presented to head teacher and Subject leaders. Pupil Premium children will be highlighted on the class list in pink.

The KS1 Phonics lead will take children for a mock phonics screen in spring.

8. SUPPORTING CHILDREN

At Black Horse Hill Infant School, we recognise that not all children learn at the same pace or indeed in the same way. Therefore teachers and TAs should use their assessments carefully and for any children who aren't making expected progress, the following should be considered:

- Have additional adult support
- Investigate auditory problems

- Children look at the shape of their mouth/tongue in a mirror, say the word slowly, tracing their finger over the letters making the phoneme.
- Say a word slowly to aid segmentation
- Probes – school and home
- SAFMED cards
- Build phonics into EVERYTHING – build on work in guided reading sessions.
Underline graphemes with the children on IWB/WB, segmented instructions e.g. P-u-t on your c-oa-t

NB: The above list is not exhaustive. Any staff requiring further guidance will be encouraged to meet with either of the Phonics leads.

9. RESOURCES

High quality teaching of Phonics will benefit from the use of the following:

- a set of graphemes for each phase taught
- phoneme frames
- glitter trays, sand trays, ribbons
- paint brushes and paints
- crayons, chalks, felt tips
- magnetic letters
- Playdoh
- good quality pencils of varying thickness which are regularly sharpened
- individual and class whiteboards and markers
- lined and unlined books
- interactive whiteboards

10. CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

Where deemed necessary, pupils with identified special needs will be provided with IEPs to address their requirements. Teachers will use a range of strategies including provision of resources, targeting of support and differentiation of tasks.

Appropriate resources may include items such as:

- magnetic letters
- phoneme frames
- visual aids
- sloping writing stands
- laptops

- iPads

11. ROLE OF THE PHONICS SUBJECT LEADERS

The subject leaders will be responsible for:

- relevant policy documents
- monitoring phonics standards across the school
- offering any advice and support as appropriate
- modelling sessions/team-teaching
- reviewing and ordering resources
- organising training for teaching and support staff
- visit other school to check standards – as appropriate

12. LINKS WITH OTHER SUBJECTS

Using phonics skills is a crucial element in work in all areas of the curriculum as reading is prevalent in all areas. Naturally there are sessions that have a more direct link than other – perhaps most notably that of Guided Reading. During these sessions in particular, phonic skills will be reinforced and where appropriate taught through Guided Reading.

Mrs Eccles and Mrs Shaw

February 2018