



Reedley Primary School

Curricular Policy for Phonics

Our school nurtures curiosity and creativity through an inspiring, broad and engaging curriculum, where learning is at the heart of all that we do. Children at Reedley learn to become resilient and self-assured in a safe environment where challenge is key. Team Reedley are encouraged to thrive and achieve as individuals, preparing them for their role as caring and active citizens in modern Britain.

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How pupils learn Phonics

At Reedley Primary School, pupils:

- learn phonic knowledge and skills with the expectation that they will become fluent readers, having secured word building and recognition skills.
- Learn tricky words by sight that do not conform to regular phonic patterns.
- attempt to spell words for themselves, within the range of their phonic knowledge, by building an individual repertoire and the confidence and strategies to attempt the unfamiliar.
- apply the skill of blending phonemes in order to read words.
- segment words into their constituent phonemes in order to spell words.
- learn that blending and segmenting words are reversible processes.

Planning the Phonics Curriculum

High-quality phonic teaching secures the crucial skills of word recognition and decoding 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.

As children develop knowledge of graphemes and their phoneme correspondences they are able to segment words and apply their phonic knowledge to encode to spell with increasing confidence and accuracy.

Our Phonics planning:

- Staff plan sessions that follow the 'Red Rose Letters and Sounds' programme, building on previous learning to secure progress.
- Plans follow the phonics teaching sequence of introduce, revisit, teach, practise and apply.
- Reinforces and applies acquired phonic knowledge and skills as they progress through the phonic phases.
- Ensures children progress in developing and applying their phonic knowledge by assessing this.
- Provides for the needs of all children through differentiation.

Classroom Organisation, Time Allocation and Teaching Styles

- Each teacher and TA has a resource box with planning and resources for phonics games, flash cards (matching phoneme mats) a 'noisy box' with new phonemes inside.
- All children have a phonics wallet with a sound mat linked to their phase, a whiteboard with phoneme frames at the top and lines for sentences a pen and a rubber.
- All staff follow the same structure when teaching a new phoneme: open up the noisy box, model correct pronunciation (pure sound) as they lift the lid, children to then say it to their friend, look at the grapheme, form it, EYFS: printed, KS1: Pre-cursive/cursive once letters are printed correctly, along with the handwriting patter. Staff use a puppet to segment a word (ensuring children can see teachers mouth) with the new phoneme in, and children practise reading a word with the new phoneme. When orally segmenting, children and adults count the sounds on their fingers and tap their chin in their non-dominant hand and ensure children are taught

to do this also e.g. 'hold your pencil, with your other hand count the sounds you can hear on your chin'.

- The phonemes taught in the week closely link to the reading book they are taking home to practise and reinforce new phonemes.
- Phonics lessons are well paced and structured to meet the needs of all children.
- Daily sessions are between 20-25 minutes long and are taught daily without exception.
- Lessons are fun and interactive to motivate the children.
- Groups are flexible and differentiated.
- Phonics is taught by both teachers and teaching assistants.
- Children use interactive resources to practise phonics skills.
- Blending and segmenting opportunities are given throughout lessons.
- A phonics wall is displayed in each classroom.

Assessment and Monitoring

Although the six-phase structure provides a useful map from which to plan children's progress, the boundaries between the phases should not be regarded as fixed. Guided by reliable assessments of children's developing knowledge and skills, practitioners and teachers judge the rate at which their children are able to progress through the phases and adapt the pace accordingly.

Assessment:

- Children are regularly assessed through daily sessions and moved into differentiated groups as and when required.
- Children are assessed each half term within the phase they are working in using the school's phonics assessments.
- Teachers complete the working within and secure proforma for their class termly.
- Action plans will be reviewed each half term.

Monitoring:

- Each term a phonics learning walk/lesson observation is taken.
- Pupil interviews are conducted.
- Data is analysed each half term and areas for development are identified and addressed.

If children are not making expected progress or barriers to learning have been identified then the following strategies are put in place:

- Targeted support (IEPs).
- Additional support in EYFS in S&L groups.
- Move phonics groups.
- Varying the resources being used.
- Rapid Phonics Intervention Programme.

The impact of these are reviewed and adapted as necessary.

Reviewed: September 2023

Next review: September 2024