

STAKEFORD PRIMARY SCHOOL
PHONICS STATEMENT
SEPTEMBER 2020

This is a statement of the principles and strategies for the teaching of phonics at Stakeford Primary School. This policy should be read in conjunction with other policies, such as English, Teaching, Learning and Assessment.

Statement

At Stakeford Primary School we aim to develop the full potential of all our pupils as confident, literate readers and writers. If children are to develop as competent readers and writers, it is vitally important that they have a secure understanding of the letter and sound spelling system of the English language. Phonic skills need to be developed in a systematic way, based on a stage approach.

Phonics in the EYFS

Children in Nursery follow the Letters and Sounds Programme. The programme during the Nursery phase concentrates on activities to promote speaking and listening skills, phonological awareness and oral blending (hearing phonemes and merging them together) and segmenting (hearing a whole word and then splitting it up). Bug Club Phonics is also introduced in Nursery and picked up more fully in Reception.

In Reception, Bug Club Phonics begins at Phase 2 and goes through to Phase 4. It focuses on high-quality phonic work to help practitioners ensure that children develop fluent word reading skills and good foundations in spelling. Children are taught a discrete 30 minute daily session of phonics and follow the teaching sequence 'revisit/review, teach, practise, apply'. In addition to this daily session, children in Reception are encouraged to apply this knowledge in daily writing tasks.

Phonics in KS1

Children in Key Stage 1 continue to follow the Bug Club Phonics programme which is provided in the form of discrete daily 30 minute sessions. In both Reception and Year 1, reading books are closely matched to the reading ability of children and are fully decodable. Each new phonic unit has a selection of books which reinforce the sounds being taught and so allows children to practise fully their new skills.

This programme is continued on in Year 2, as needed, for those children who did not reach the required level of phonic decoding ability in Year 1.

Tracking and Assessment

During daily sessions of phonics, there are opportunities for practitioners to regularly assess children's understanding of grapheme-phoneme (letter-sound) correspondences (GPCs). Outside the daily phonics sessions, there are opportunities to observe the application of phonics skills e.g. guided and individual reading and independent writing.

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Year 1 Screening Check

Every Year 1 child, in the summer term, will take a Phonics Screening Check. This is a progress check to identify those children not at expected level in their reading (decoding). The results will be reported to parents as well as on local and national data comparison documents. Children will be re-checked in Year 2 if they do not reach the expected level. Any children working below the level of the screen check may be disapplied, with the acknowledgement of the parent/carer.

Phonics at KS2

If any children in KS2 are experiencing difficulty in reading and/or writing because they have missed or misunderstood a crucial phase of systematic phonics teaching, then teachers and trained practitioners can use appropriate materials to support those children.

Intervention

Through careful monitoring and tracking, practitioners are able to identify children who are not making the expected progress and therefore need intervention to catch up. Depending on the needs of the individuals, this may include additional individual or small group tutoring at other times of the school day, outside of phonics and spelling sessions or extra support within sessions.

Special Educational Needs

We aim, at Stakeford Primary School, that every child's needs are catered for and every child is given the chance to succeed through phonics to help them become competent readers. If children are not attaining as expected, due to other difficulties, then it is our duty to put extra intervention in place, to help close the gap and ensure progress is being made. Children may be allocated into a Read Write Inc group intervention for this to fully support their needs.

Reading

The school uses the Bug Club reading scheme from Reception to Year 6. These books are closely matched to the phonics teaching in Receptions and KS1 and are fully decodable for children. They cover a range of genres for children to get a broad and balanced reading experience. Children are able to access books either in print or by accessing the online reading platform where they then have the opportunity to reread and revisit

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books and activities already completed. We also use the Bug Club guided reading scheme. This is taught as small group sessions in Reception and KS1 and whole class sessions in KS2 and aims to master fluency and deepen comprehension.