

# Pensby Primary School



## Phonics Policy

English and Maths Subject Team February 2022

### **RATIONALE:**

At Pensby Primary school, we are passionate and committed to the delivery of excellence in the teaching of Phonics and through the development of early reading skills; it is our mission that all children are able to become confident readers and writers. Phonics is a key skill and through our phonics teaching, it is our mission to teach every child to read and write and to keep them reading and writing throughout their time in education and beyond. It is our aim that children from all backgrounds are exposed to a vocabulary-rich environment from a very early age, engaging them in a wide range of speaking and listening activities that support their phonics knowledge and inspiring all children to be confident in the art of discussion and communication.

### **AIMS:**

Using the Read Write Inc. (RWI) programme, we aim to:

- Develop each pupil's ability so that they are able to read with fluency and good understanding
- Develop a love of reading within our pupils that will stay with them all of their lives
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences

### **ORGANISATION & CONTENT OF PHONICS TEACHING:**

At Pensby Primary school, we follow the Read, Write Inc. phonics scheme. Our children are provided with a variety of opportunities to develop and extend their phonics skills across EYFS and Key Stage 1. Where necessary, phonics is continued into Key Stage 2 in order to support those children who do not yet have the phonics knowledge and skills they need. Phonics is taught everyday as a discrete lesson in EYFS and Key Stage One and we include phonics as part of teaching and learning throughout other curriculum lessons on a daily basis.

Class teachers in EYFS and Key Stage 1 provide stimulating experiences and opportunities to motivate pupils using a range of resources to engage individuals and groups of children. These lessons are practical and interactive and paced with activities to engage the children. Activities are carefully chosen to develop children's skills in oral discrimination and phonemic and rhyme awareness, blending and segmenting as well as grapheme-phoneme correspondence.

We believe that phonics teaching should be:

- Systematic
- Discrete
- Interactive
- Practical
- Engaging

### **EYFS**

Daily phonics lessons following Read Write Inc. are taught in both F1 and F2 classes. We encourage reading for pleasure and our reading scheme for the Reception class is carefully structured to compliment the phonics programme.

By the end of EYFS children should:

- Read and understand simple sentences
- Use phonic knowledge to decode common words and read them aloud accurately
- Confidently read by sight some 'Red' words
- Use their phonic knowledge to write words in a way which matches their spoken language
- Write some irregular common words

## **KS1**

Daily phonics lessons following Read Write Inc. are taught in both Year 1 and Year 2 classes. Children benefit from weekly planned guided reading sessions throughout school, using colour banded books that are linked to phonic phases in the earlier years and also themes in class wherever possible.

By the end of Year 1 children should:

- Apply phonic knowledge and skill as the prime approach to reading unfamiliar words that are not completely decodable
- Read many common exception words fluently
- Read phonically decodable three-syllable words
- Read a range of age-appropriate texts fluently
- Demonstrate understanding of age-appropriate texts
- Read decodable words that end -s, -es, -ing, -ed, -er, -est
- Say the correct sound to grapheme for all the 40+ phonemes

By the end of Year 2 children should:

- Read accurately most words of two or more syllables
- Read most words containing common suffixes
- Read and spell most common exception words for Year 2
- Read words accurately and fluently without overt sounding and blending
- Sound out most unfamiliar words accurately, without hesitation
- Segment spoken words into phonemes and represent these by graphemes

## **KS2 (Years 3-6)**

At Key Stage Two, those children who are not secure in their phonic knowledge are supported by the Fresh Start Phonics programme, which is age-appropriate and closely matched to each child's phonic ability. The programme allows readers to practise reading accurately and fluently, with regular practice of phonic skills and 'tricky' words through age-appropriate decodable texts. This targeted supported ensures that we are addressing the needs of those children at risk of falling behind their peers in early secondary schooling and provides systematic and rigorous practice in phonics, fluency and comprehension so that children are at an appropriate level to access, in full, English sessions planned for their year group.

### **INCLUSION AND INTEGRATION:**

Integration at Pensby Primary School ensures that all children, regardless of their ability, gain access to a curriculum that is supportive of their needs. In conjunction with Stanley School, we encourage integration across both schools so that our school communities develop a greater sense of community, one that celebrates diversity and is built upon mutual respect and tolerance. With well-planned support, all children are able to gain access to a full and comprehensive curriculum that celebrates all children's interests and skills.

### **MONITORING:**

Monitoring of Phonics will be an on-going process and will include:

- Observation of discrete phonics teaching and delivery of Fresh Start interventions
- Scrutiny of English books to ensure phonic skills are being applied in pupils writing
- Environment and learning walks
- English Governor visits and monitoring
- Curriculum meetings with the Governing body committee requiring detailed reports and updates from English Subject leaders
- Pupil progress meetings

### **ASSESSMENT & RECORDING:**

Upon entry to Reception, a baseline assessment is completed for each pupil. Phonics tracker is then used systematically to monitor progression in phonics skills across EYFS and Key Stage 1. Identified pupils in EYFS and Key Stage 1 may receive additional phonics teaching in the form of a small group or 1:1 intervention depending on their need. Teachers carefully monitor those children at risk of not meeting the standard and we continue to track this as the children progress through Key Stage 2.

In Key Stage 2, the Fresh Start phonics intervention is delivered by trained support staff who then feedback to class teachers and English subject leaders on pupil progression. Planned phonics interventions are shared with the SENDCo and form part of the whole school intervention programme with identified pupils added to the school support register.