

# Riverside Primary School

## Phonics Policy

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### Intent

Careful analysis and discussion about our pupils' backgrounds, life experiences and culture has helped us to design a whole-school curriculum with four key priorities. We believe that by focusing on the following key priorities our children will be ready to successfully meet the challenges of the next stage of their education and their lives. As well as making its own distinctive contribution to the school curriculum, phonics contributes to the wider curriculum intent of our school.

### Our curriculum priorities are: STAR:

- **Strive:** For our children to believe that through hard work and determination they can achieve the goals that they set themselves to become the best they can.
- **Tolerance:** To ensure our children are respectful to others and treat everybody equally. We will offer experiences for our children which encourage them to be considerate, thoughtful and that will make them aware of and celebrate the diverse society we live in.
- **Achieve:** For all of our children to make good progress from their starting points both personally and academically. We will provide experiences which broaden our children's horizons and show our children the wide range of possibilities available for their future
- **Resilience:** For our children to be able to work through challenges with a positive mindset; to think creatively and to problem-solve.

At Riverside Primary School we strive to ensure all children become fluent readers by the end of Key Stage One. We use Synthetic Phonics as the principal approach to developing children's decoding strategies. Children are also encouraged to develop their comprehension strategies through a rich diet of traditional stories, non-fiction texts and patterned texts. However, this is outlined in detail in the corresponding Reading Policy. The teaching of phonics is not an end in itself, but an important prerequisite to developing children's growth as independent readers with depth and fluency.

### Coverage and skills progression

We use the systematic and structured Phonics Programme Floppy's Phonics. Floppy's Phonics is in line with the Systematic Synthetic Phonics (SSP) teaching principles described in the 'English programmes of study: key stages 1 and 2 - National curriculum England 2014'

The Floppy's Phonics programme teaches the letter/s - sound correspondences of the English alphabetic code explicitly and comprehensively for reading and spelling. It includes the characters of Floppy the dog, Biff, Chip and Kipper and their family and friends, which engages children fully for the phonics and teaching, vocabulary enrichment and language comprehension.

### **Implementation**

Initially children's listening skills are developed through the use of music, environmental sounds and rhyme.

During their journey through the Early Years Foundation Stage and Key Stage 1 they are taught 50 units of sound (44 phonemes and some 'combined phonemes') that make up all the sounds required for reading and spelling. These phonemes include those made by just one letter 'b as in bed' and those that are made by two 'ai as in rain' or three letters 'igh as in high'.

Children are taught the key skills of blending sounds together for reading and segmenting (breaking up) words for spelling.

As the children grow in confidence and experience, they are introduced to alternative ways of representing the same sound, eg 'ee' can be represented as 'ee, as in bee', 'ea as in tea', 'e-e as in theme' and 'e as in we'. They also learn when to apply simple spelling rules and use verbs in the correct tense. We ensure that our teaching of phonics is rigorous, structured and enjoyable. In Reception to Year 2, children have discrete, daily phonics sessions where they are introduced to new phonemes, explore, practise and revise previous learning and have plenty of opportunities to apply the knowledge they have. Once completing and revising level 5 of the Floppy's phonics program in year 2, children then progress onto spelling, punctuation and grammar sessions. Intervention groups are established as required to continue Floppy's phonics for identified children.

## **Planning**

Whole class teaching of phonics is planned in accordance with the school's Phonics planning format. This format includes the revisit and review - teach - practise - apply - consolidate - read sections recommended by Floppy's phonics. All Early Years and Key Stage One work in groups appropriate to the phase the children are working in for daily phonics sessions – each teacher plans for their own group and any teaching assistants who lead phonics groups will have plans provided for them by the class teacher.

### **Age Related Expectations for the end of the school year:**

#### **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 the level 1+, 2 and 3 'helpful' words
- use phonic knowledge to write words in a way which matches how the sounds are said.
- write some irregular common words.

#### **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;
- confidently read by sight most of the level 4 and 5 'helpful' words;
- read many frequently-encountered words automatically;
- read phonically decodable three-syllable words;
- read a range of age-appropriate texts fluently;
- demonstrate understanding of age-appropriate texts;
- Say the correct sound to grapheme for all phonemes and combined 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 by sight the level 4 and 5 'helpful' words
- 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.

### **Responsibilities of the teacher:**

- Teachers will ensure lessons are well-structured, carefully paced and follow a clear teaching sequence;
- Planning will demonstrate a good understanding of the phonics scheme and its key principles;
- Organise differentiated tasks for children which provide appropriate challenge for all abilities;
- Provide the opportunity for children to ask and answer questions;
- Provide feedback to the children and challenge children to move their learning forward;
- Keep records of the progress of their children and use this to inform differentiated groups and planning.

## **Assessment**

Opportunities for assessment will be identified in planning. At the end of each level in Floppy's Phonics children will be assessed on their progress and put in groups accordingly. Assessments check children's knowledge of phoneme to grapheme correspondence, their ability to segment to spell and their ability to blend to read. Children are assessed half termly.

The class teacher will complete a Floppy's phonics assessment sheet for each child at the end of each half term. This will check the child's ability to recognise phonemes taught, as well as their ability to blend and read words containing these phonemes. This data will then be used to determine whether each child is working significantly below, below, at expectation or at greater depth.

At the end of each year the teacher will pass on the pupil assessment information to the next teacher for the following academic year.

Staff will also hold meetings with parents and written annual reports are forwarded to parents in the Summer term to keep them informed of their child's progress.

National Phonic Screening: All children in Year One will be screened using the National Assessment materials in Term 6, end of June. If the children in Year One fail the screening they will be retested when they are in Year Two. This data will be submitted to the local Authority.

## **Monitoring**

The phonics leader will follow the school's SDP to ensure that the monitoring and development of the subject is maintained at a high standard by:

- Monitoring that phonics has clear timetabled teaching time providing daily sessions for EYFS and KS1
- Moderating work samples with the pupils and/or teachers;
- Conducting discussions with pupils about their learning;
- Conducting learning walks to observe the coverage and learning opportunities within phonics;
- Ensuring each class has a Floppy's Phonics display in line with the programme;
- Providing guidance to colleagues;
- Assisting with maintaining and replenishing resources that are required within the budget;
- Assisting staff to implement assessment throughout school;
- Ensuring planning follows the Floppy's Phonics approach as set out in the teaching handbooks
- Keeping up to date with changes or new initiatives that would support the development of phonics at Riverside Primary School.

- Data will be collected half termly to track children's progress through each level. Class teachers are responsible for entering data onto the tracker grids each half term. The phonics lead will then calculate key data in regards to percentages of children working at each level. In addition, the phonics lead will look at data for key children, including boys/girls, PPG and SEN.

**Intervention:**

Children who still need extra support to develop their phonic knowledge across Key Stage 1 and 2 are identified using the assessment procedures outlined above and are targeted for intervention. There are a range of intervention strategies which the school uses and the most appropriate one is selected once a child's needs have been assessed.

This may be individual or small group work developed specifically for a child or a group of children.

**Impact**

The use of phonics is one of the many skills needed to be able to be a reader and writer. We aim to teach high quality phonics to ensure the children have the best start possible in reading and writing. The learning of phonics is the beginning of children's body of knowledge, skills and understanding that are an essential part of learning to read. In order to read and understand texts children must learn to recognise/decode the words on the page. Good quality phonics teaching will allow the child to be secure in the skills of word recognition and decoding which allows children to read fluently.

High quality engaging phonics sessions will not only enable children to pass the phonics screening test, but will result in children being able to read for pleasure and allow them to move onto developing higher order reading for meaning skills.

**Resources**

Floppy's Phonics handbooks and online resources will be used to deliver phonics sessions. These include step-by-step guidance for each session, a bank of additional activities, photocopiable resources (activity sheets, cumulative texts and grapheme tiles), an alphabetic code chart, helpful word poster, frieze, and flashcards, as well as online books and reading books which are carefully matched to each level. Children will each be given a Floppy's phonic workbook to record their phonics work for session 2 of each new code.

**Inclusion**

The SENCO, Subject Leaders and Phase Leaders provide advice for teachers on providing support to individuals with Special Educational Needs, including More Able and Talented children. Children's individual needs are addressed through in-depth planning and the provision of resources which support learning. Targets identified in children's Educational Health Care Plans, on One Plans and Provision Maps are specified in teachers' planning.

**Equality**

This policy and procedure is subject to The Equality Act 2010 which recognises the following categories of individual as Protected Characteristics: Age, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion and Belief, Sex (gender), Sexual orientation and Disability.

**Review**

Next review date: September 2024