

## Phonics Policy

Policy written July 2021 – Review date July 2027

### 1.0 **Statement**

1.1 “The more you read, the more things you will know. The more that you learn, the more places you'll go.”  
Theodor Seuss Geisel (March 2, 1904 – September 24, 1991)

1.2 “The best primary schools in England teach virtually every child to read, regardless of the social and economic circumstances of their neighbourhoods, the ethnicity of their pupils, the language spoken at home and most special educational needs or disabilities. A sample of 12 of these schools finds that their success is based on a determination that every child will learn to read, together with a very rigorous and sequential approach to developing speaking and listening and teaching reading, writing and spelling through systematic phonics. This approach is applied with a high degree of consistency and sustained.”

#### **Ofsted: Reading by Six. 2012**

1.3 Bradford Christian School has adopted a clear, consistent, whole school approach to the teaching of Phonics. Ofsted’s ‘Reading by Six’ report (2012) has been used to inform policy and practice at Bradford Christian School. Phonics is one of the many skills needed to become a reader and writer. Children should experience the best possible start on their reading/writing journey by learning the essential phonological/phonemic skills and knowledge to decode and encode (spell) words independently from the outset. At the point of reading/writing, children will use phonics as their first strategy to read and spell unknown words until it is embedded and automatic for them.

The development of spoken language and the enjoyment and comprehension of quality literature go hand in hand to develop a lifelong love of reading and these should be nurtured and developed alongside the phonics program.

### 2.0 **Criteria for assuring high-quality phonic work: (Ofsted – Reading by six. 2012)**

- Present high-quality systematic, synthetic phonic work as the prime approach to decoding print, i.e. a phonics ‘first and fast’ approach.
- Enable children to start learning phonic knowledge and skills using a systematic, synthetic programme by the age of five, with the expectation that they will be fluent readers having secured word recognition skills by the end of key stage one
- Teaching of discrete, daily sessions progressing from simple to more complex phonic knowledge and skills and covering the major grapheme/phoneme correspondences
- Enable children’s progress to be assessed
- Use a multi-sensory approach so that children learn variously from simultaneous visual, auditory and kinaesthetic activities which are designed to secure essential phonic knowledge and skills
- Demonstrate that phonemes should be blended, in order, from left to right, ‘all through the word’ for reading
- Demonstrate how words can be segmented into their constituent phonemes for spelling and that this is the reverse of blending phonemes to read words
- Ensure children apply phonic knowledge and skills as their first approach to reading and spelling, even if a word is not completely phonically regular
- Ensure that children are taught high frequency words that do not conform completely to grapheme/phoneme correspondence rules
- Ensure that as pupils move through the early stages of acquiring phonics, they are invited to practise by reading texts which are entirely decodable for them, so that they experience success and learn to rely on phonemic strategies.

### 3.0 **Aims**

#### 3.1 To

- teach children aural discrimination, phonemic awareness and rhyme awareness in order
- encourage good spelling.
- encourage repetition and consolidation, so that spelling becomes automatic.
- encourage children to segment and blend.

#### 3.2 Children will

- Learn to read and write all 44 graphemes in the English language.
- Learn specific strategies to help them remember common exception words.
- Experience teaching of phonics which is lively, interactive and investigative.
- Apply their phonic skills in all curriculum areas.

#### 3.3 Teaching staff and Teaching Assistants will:

- Model good practice in use of phonics strategies.
- Ensure that classrooms are well stocked with attractive and appropriate resources for the teaching of phonics.
- Have access to high quality, up to date training to ensure that provision is of a high quality.

### 4.0 **Phonics Teaching and Learning**

4.1 **Twinkl** Phonics is used at BCS. This helps to develop the children's phonological awareness, ability to segment and blend words and read common exception words on sight **and** to become fluent readers. Teaching at all levels should include:

- Teacher exposition
- Whole class, group and individual work
- Tricky word vocabulary

#### 4.2 **Teaching Phonics**

- Teaching of phonics at BCS is planned in accordance with the school's Phonics planning format. This format includes the revisit/ review- teach- apply- assessment sections recommended by the **Twinkl** programme.
- All Early Years and Key Stage One are classes split into differentiated groups for daily phonics sessions, **unless the Year Group is small with similar ability levels in which case the group stays together**. 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. Some more experienced teaching assistants will plan for their own groups.
- A discrete daily session of between **25** and **30** minutes is given to the teaching of high quality, systematic synthetic phonics until children are secure in Phase 5. Songs **and videos from learning-Twinkl videos or Epic Phonics on YouTube**, are used to aid memory when introducing and revisiting phoneme/grapheme correspondences as part of this multisensory approach during the first 3 phases of **Twinkl**, and until the children are secure in using the initial alphabetic code (44 phonemes).
- Phonics sessions are structured in the same way each day and build in strong consistent and familiar routines. In this way children know what to expect/are aware of expectations and are not distracted in their progress towards the learning objective. Practitioners are sufficiently free from organisational barriers (resourcing and onerous planning) to teach the important skills and concepts needed to enable children to make progress.
- Transition between staff and classes or groups can be facilitated in a more seamless way.
- A multi sensory approach to teaching and learning will be used in phonics sessions so that children learn from simultaneous visual, audio and kinaesthetic activities designed to secure essential phonic knowledge and skills.

#### 4.3 **Marking (spelling)**

Staff will ensure that invented spellings, e.g. hoam for home, are corrected sensitively and selectively so that a balance is achieved between acceptance of the child's application of current knowledge of phonics and ensuring that invented spellings do not become ingrained. Selection of spellings to correct will be based

upon what the child has been taught, i.e., if the grapheme has been taught, the spelling will be corrected if the child continues to spell incorrectly.

#### 4.4 Learning Environment

Resources in the classroom will support the children in applying phonics to reading and writing. In each classroom throughout F2 and Key Stage 1 (and KS2 if appropriate) a large grapheme/phoneme chart, tricky word displays and table mats support children to be independent in their spelling whilst at the same time reinforcing the link between discrete phonics teaching and learning and its purpose in reading and writing.

#### 4.5 **Assessment and Reporting**

Opportunities for assessment will be identified in planning. At the end of each phase in **Twinkl** children will be assessed on their progress and put into groups accordingly. Children are assessed half termly. The class teacher will decide which phase the child should start to be assessed at and if they achieve a high result on the assessment grids they will try the next phase up; and vice versa if they do not achieve well.

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.

#### 4.6 Across Key stage Two: Further interventions to run for children who have not completed the **Twinkl** Programme.

#### 5.0 **Phonics across the Curriculum:**

5.1 Children are encouraged to use their phonic skills across all curriculum subjects. All teachers and teaching assistants model the correct articulation of the phonemes and children are given opportunities to articulate individual phonemes. There is a strong emphasis on the application of phonic knowledge at the point of learning. Planning ensures each phonics session shows evidence of new learning, not just consolidation.

#### 5.2 **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 sent to parents.

#### 6.0 **The Role of the Phonics Coordinator:**

- Purchase, organise and maintain teaching resources.
- Assist with diagnosis and remediation of learning difficulties / challenge of Most Able, including G&T and offer specialist advice in supporting these children.
- Manage a delegated phonics budget and keep spending within it.
- Encourage and lead training for TAs, teachers and parents.
- Being informed about current developments in the subject.
- Provide a strategic lead and direction for the subject in the school.
- Advise the Head Teacher of any action required (eg resources, standards etc).
- Monitor the standards of children's phonics and the quality of teaching across the school.
- Monitor tracking grids.

#### 7.0 **Equal Opportunities:**

The teaching of phonics will be in accordance with the present policy for Equal opportunities. There is equal access to phonics for those children with Special Educational Needs and those pupils who are very able and require extension activities, through small group work, through the support of teaching assistants where available and through carefully differentiated activities.

#### 8.0 **Partnership with Parents:**

Co-operation and support from parents is paramount if a child is to become a successful and competent reader. Bradford Christian School is committed to strong partnership working between home and school. Phonetically decodable reading books are sent home regularly to encourage parents and carers to contribute to their child's reading development, welcoming comments in individual reading diaries.

**9.0 Phonics Monitoring and evaluation**

The phonics co-ordinator will oversee teacher’s assessments of all pupils and ensure that children receive intervention, catch up/accelerated learning where appropriate and needed. Monitoring is carried out using assessment evidence to generate data which provides a picture of what the needs for intervention and support or acceleration are, and the impact of teaching and learning. Any children causing concern will be discussed with the Special Needs co-ordinator and suitable action plans will be put in place.

**10.0 Parental Involvement**

10.1 At new starter meetings, parents will be made aware of the school phonics policy. Written information is given to new parents and can be found in the phonics file on the server. Copies are uploaded onto the school website in the phonics area. F1 parents meetings will include some information on the importance of children developing their phonological awareness, including sharing books, playing games and singing nursery rhymes together. As children begin a formal phonics programme in F2, parents are invited to a meeting to show them how their children will learn to read and how they are able to support them at home. Home learning activities related to phonics and reading/writing will also be explained and exemplified.

10.2 Homework to support phonics is given to children at relevant points in their progression of skills. This is also available for parents on the school website.

10.3 Parents are invited to phonic sessions or workshops in school each term to see teaching and learning strategies in practice. Written information and suggestions of activities appear on class newsletters and in parents’ leaflets when appropriate. Changes in the usual routines for children in phonics will be communicated to parents, and progress in reading and spelling development will be discussed at the usual parents’ evenings, or by appointment where necessary with individual parents and also through home school reading diaries.


10.4 Parents of children due to sit or re-sit the Phonics Screening Check will have information about this, usually as an organised meeting or workshop, and final results of the screening check are reported formally to parents with the child’s end of year report.

**11.0 Review**

11.1 This policy was written in July 2021 and will be reviewed bi-annually. **This latest review was completed in March 2023.** SLT have been involved in agreeing and ratifying this policy.

11.2 This policy should be read in conjunction with the following school documents:-

- Guided reading policy
- Curriculum cohesion document

Formally agreed through SLT compliance:	<b>16<sup>th</sup> March 2023</b>
Signed Jane Prothero – Head Teacher	
Review Date:	<b>July 2025</b>