Phonics Policy

At Holmesdale we strive to ensure that all children become successful, fluent readers by the end of Key Stage One. Providing high quality phonics as an important part of the word decoding skills required by children to develop higher level whole language and comprehension skills. At Holmesdale children receive daily phonic lessons in Foundation Stage and Key Stage 1. This policy is aimed at reinforcing a consistent, high quality approach to the teaching of phonics across the Foundation Stage and Key Stage One.

Intent

* To provide consistent, high quality phonics teaching.
* To ensure that the teaching of synthetic phonics is systematic and progressive throughout Foundation stage and Key Stage One to support phonetic knowledge and understanding.
* To ensure that children have sound phonetic knowledge, understanding and skills so that they can decode words confidently and apply this when reading and writing.
* To teach children aural discrimination, phonemic awareness and rhyme to aid reading, writing and spelling development.
* To enable children to use phonic awareness across the curriculum.
* To provide children with strategies to identify and decode ‘tricky words**’.**

**Implementation**

* To ensure phonics lessons occur daily and follow the scheme of work provided by Phonics Play (based on Letters and Sounds)
* To ensure each class has a phonic display which is built up over time so children can refer to this to assist them when reading and writing.
* To ensure ‘Tricky Words’ are taught consistently for each phase of phonics to aid High Frequency Word recognition and spelling.
* To provide Phonic homework for each child so learning can be supported at home.

**Impact**

* Children will make progress through the different phases of phonics in line with Year Group expectations.
* Children will become confident in tackling unfamiliar words by applying learnt knowledge and skills to segment, blend and read words which are real and nonsense.
* Children will apply their phonological knowledge when reading and writing and use the working walls to assist them when needed but become increasingly independent in this process.
* Children will have an increased recognition of High Frequency words when reading and writing.

**Organisation and methodology**

At Holmesdale we follow Phonics Play planning which is based on the Letters and Sounds programme in order to have a synthetic approach to the teaching of phonics. Our phonic lessons follow a carefully planned structured approach and are fast paced, varied and include use the Phonics Play interactive resources and games to enhance and engage children. The idea is that all children are actively involved in phonics lessons. Each session gives an opportunity for children to revisit their previous experience, be taught new skills, practise together and apply what they have learned and also include ‘pseudo’ words.

A phonics lesson follows the sequence:

* **Revisit/ review** previous sounds and/ or tricky/ high frequency words previously taught
* **Teach** new sound or concept where applicable
* **Practice** the new learning to reading or writing words/ sentences
* **Apply** the new learning to read and/or write (dictation of words and sentences)
* Practice basic sight words – ‘tricky’ words and high frequency words

Knowledge is constantly reviewed and reinforced in each phonic lesson and builds upon previous learning. Pupils are given opportunities to apply what they have learnt in guided reading or when they read aloud to an adult. Children are continually assessed and those who require extra support are identified early and extra provisions are made.

**Foundation Stage**Children have daily phonics lessons following the Phonics Play planning however they supplement this with Jolly Phonics actions and jingles for Phases 2 & 3. This is to help make the phoneme and grapheme more memorable for children. Children use a range of resources during their lessons such as magnetic letters Children in Reception are expected to acquire knowledge of Phase 2 and 3 and even start Phase 4. The children are grouped according to their phonic knowledge. Children are introduced to the “tricky words” and aim to read the high frequency words for Phases 2 & 3 before they enter Year 1 and begin to write them.

**Year 1**Again children have daily phonics lessons following the Phonics Play planning. Children are put into different groups according to their phonic knowledge. Children in Year 1 will re-cap previous Phase 3 learning to ensure secure knowledge and move onto Phase 4 and 5. At this stage, children have plenty of practise in recognising ‘Alien’ or pseudo words, in readiness for the Phonic Screening Check. This also aids them and gives them the confidence to read any word. Children should aim to read and write all the high frequency words for phase 4 and 5 and move onto the Year 1 Common Exception Words.

Children in Year 1 are assessed against the statutory phonics test. This tests children’s true ability to apply their phonic knowledge, reading words which are real and nonsense.

**Year 2**At Holmesdale when children reach the end of Phase 5 and have a secure phonic knowledge, they will progress onto daily lessons on ‘No Nonsense Spelling’. No Nonsense Spelling focuses on the teaching of spelling, embracing knowledge of spelling conventions – patterns and rules; but integral to the teaching is the opportunity to promote the learning of spellings, including National Curriculum statutory words, common exception words and words that children personally find difficult. No Nonsense Spelling focuses on the application of spellings into writing.

Children who did not pass the Phonic Test in Year 1 are re-entered for the test in Year 2 and work in the appropriate phase group.

**Homework**Every week children will receive phonics homework. This will show what grapheme-phoneme correspondences (sounds) have been covered that week and will include the Tricky Words. It will include words which incorporate the GPCs along with sentences. Children are encouraged to practise reading the words, applying sound buttons and writing the words. This will help children to apply the skills they have learnt and allow parents to know what they have covered and support them.

**Assessment**Children are continuously assessed throughout the year and groups are fluid in order to ensure children are in the correct phase. At the end of every phase each child will be assessed using the Phonic Play assessment sheets for that phase and results will recorded on the tracking document to clearly highlight gaps in GPCs or common misconceptions. These will be analysed by class teachers and Subject Leader to identify any children who may require additional support. In Year 1 children will sit the statutory Phonics Screening test any child who does not pass is re-entered in Year 2 and provided with additional support.