



Welbourne Primary Academy

WELBOURNE PRIMARY ACADEMY

PHONICS POLICY

Headteacher	Mrs C. Everton	
Chair of Governors	Mrs J. Lowe	

Policy adopted by Governors: May 2020

Policy to be reviewed: April 2021

Welbourne Primary School Phonics Policy

Phonics is a way of teaching children to read quickly and skilfully. At Welbourne Primary school, children in Early Years and Key Stage One are taught how to:

- recognise the sounds that each individual letter makes (phonemes);
- identify the sounds that different combinations of letters make - such as 'sh' or 'oo';
- and blend these sounds together from left to right to make a word.

Children can then use this knowledge of breaking down new words (segmenting) into their phonemes to be able to blend together the sounds and read what they see. This is the first important step in learning to read. As a child becomes more confident with this skill, along with their increasing knowledge of sight words, their reading becomes more fluent.

At Welbourne Primary School, we strive to ensure that all children become successful, fluent readers by the end of Key Stage One and believe this is achievable through a combination of strong, high quality phonics teaching combined with a whole school approach to reading that promotes a 'Reading for Pleasure' culture.

Teaching and Learning

Our children are provided with a variety of opportunities to develop and extend their phonics skills in and across Reception and Key Stage One. It will also be continued into Key Stage Two, where necessary to support those children who do not yet have the phonic knowledge and skills they need.

- **Planning:** Using McKie Mastery, the planning for phonics has been carefully constructed so that all skills, as laid out in Letters and Sounds (DfE 2007), are continuously practised and applied. The McKie Mastery phonics teaching approach splits the teaching of phonics into stages depending on whether it is a single phoneme being taught, or one that is part of a family of sounds. This ensures that the children have focussed lessons to ensure progression. Staff complete daily plans for phonics which ensure effective, high quality teaching.
- **Lessons:** Our phonics teaching occurs as the first part of our Power Literacy lessons. Therefore, they take place daily across Reception and Key Stage 1. They follow the set planning structure which ensures that all children are consolidating their phonic knowledge and skills through 'Review, Teach, Practise and Apply' and that they are able to apply them in context. Activities are carefully chosen to ensure that children develop their skills in aural discrimination and phonemic awareness, blending and segmenting as well as grapheme phoneme correspondence. Consequently, wherever possible, links between phonics knowledge and understanding are made to learning in both reading and writing. These lessons proceed at pace in order to engage the children.
- **Classes:** Children are taught in groups according to their reading ability which coincides with their phonic knowledge and the phonemes they are learning. As children progress at different rates, these groups are assessed and changed regularly.
- **Resources:** All phonics teachers have a range of resources to use which are appropriate for the level at which the children are working. There are also appropriate displays in all classrooms and intervention rooms where phonics occurs to support the teaching and application of phonics in reading and writing.
- **Intervention:** Children who still need extra support to develop their phonic knowledge across Key Stage One and Two are identified and targeted for intervention. This occurs alongside the whole school approach to Literacy whereby children are

grouped by their ability. 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.

Assessment:

Assessment is regarded as an integral part of teaching and learning and is a continuous process. We strive to make our assessment purposeful, allowing us to match the correct level of work to the needs of the pupils, thus benefiting the pupils and ensuring progress. It is the class teacher's responsibility to keep track of the progress made by all children in their class, regardless of their phonic group.

- As children enter new groups, the gaps in their phonics knowledge is identified by the teacher using a gap finder analysis. This information allows the teacher to plan for phonics accurately, according to the needs of the group. The gap finder analysis is continuously used to ensure the learning matches the needs of the children.
- At the end of Year 1, children participate in the Phonics Screening Check which assesses their knowledge of grapheme phoneme correspondence and their skills in blending. To prepare the children for this screening check, we have practise checks throughout the year. Once the Phonics Screening Check is completed, this information is submitted to the LA. Those children who do not succeed in the phonics screening check are highlighted for further intervention and targeted support before completing the screening check again at the end of Year 2. For children who do not succeed a second time, provision is made for them to receive intervention and targeted support in Key Stage Two.

Organisation:

The Literacy Leader is also responsible for Phonics through the school. This includes:

- Ensuring continuity and progression from year group to year group.
- Providing all members of staff with guidelines and the planning format through which all phonics is to be taught.
- Advising on in-service training to staff where appropriate. This will be in line with the needs identified in the School Development Plan and within the confines of the school budget.
- Advising and supporting colleagues in the implementation and assessment of phonics throughout the school.
- Assisting with the requisition and maintenance of resources required for the teaching of phonics, within the confines of the school budget.
- Monitoring the quality of teaching and learning in phonics across the school.

The class teacher is responsible for:

- Ensuring progressing in the acquisition of phonic knowledge and skills with due regard to the National Curriculum for English.
- Developing and updating skills, knowledge and understanding of phonics.
- Identifying needs in phonics and take advantage of training opportunities.
- Keeping appropriate ongoing records.
- Planning effectively for phonics, liaising with the Literacy Leader when necessary.

Inclusion:

All children have equal access to the curriculum as expressed in our Equal Opportunities Policy. We will ensure that phonics is accessible to pupils by:

- Assessing the children regularly to ensure that the group they are in matches their ability and provides appropriate challenge for progression.

- Responding to the variety of learning styles.
- Overcoming potential barriers of individuals and groups. This is monitored by analysing pupil performance throughout the school to ensure that there is no disparity between groups.

Homework:

Phonics homework sheets are provided on a weekly basis for all children in Key Stage One receiving phonics lessons. They are based upon the sounds the children learn in their phonics lessons and these are for the children to be able to practise their skills at home alongside the appropriate memory cues. Some children in Year 2 and Key Stage Two also receive spellings to learn.