



# Larkhill Primary School

# Phonics Policy

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**Key Document Details:**

Author: Millie Cupples

Owner: E Taylor

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## **Intent**

To create an inclusive and challenging curriculum, which develops children's knowledge of phonics, enabling them to become successful and confident readers.

To ensure the children in KS1 are given the best opportunity to succeed in achieving Age related Expectation or more in Reading.

To ensure the children in KS2 in need of support are given the best opportunity to meet their individual needs and make Age related expectation or more in Reading.

### **Aims:**

- For children to learn the appropriate 44+ phonemes from Set 2 and 3 sound packs as well as alternative sounds
- For children to know how to use the phonemes they have been taught to decode words.
- For children to read green (decodable) words accurately by segmenting and orally blending unfamiliar words including multisyllabic words.
- To learn age appropriate common exception words – red words as well as those outlined in the curriculum.
- To implement learned phonic knowledge into decodable words with a range of suffixes.
- To accurately read phonic books that are matched to current phonic knowledge and read these books more than once building on fluency.
- To read a range of words that they have frequently read to build speed and accuracy.
- To participate in discussion about a book they have heard or have read making links between the book and their own experiences.
- To be able to retell a story they have read and predict things that may happen.
- To ask and answer questions about the book

- To discuss new vocabulary, interesting themes and events that occur in the books they are reading.
- Are consistently revisiting and applying phonic knowledge across the curriculum.
- To provide opportunities for children in Year 2 to revisit their phonic knowledge and retake the phonics check.
- To provide opportunities for intervention in KS2, administered by trained LSA's on an individual or group basis dependant on the level of need.

## **Implementation**

In our school, Phonics is taught in EYFS and KS1 in both a group and intervention session. We use the Read Write Inc scheme developed by Ruth Miskin that provides a structured and systematic approach to teaching early reading skills. It is designed to create fluent and confident readers and willing writers. According to the DfE *'almost all children who receive good teaching of phonics, will learn the skills to tackle new words.'*

Phonics is taught daily for 30 minutes where the session is broken up into different parts including: revision of previous sounds taught, teaching of a new sound, reading words with the new sound in and writing them. This is called the speed sound session. Children will then be encouraged and supported to not only develop their decoding skills but also their comprehension and fluency skills through the reading of the Read Write Inc colour phonics books. This provides the children with the transferable skills to apply their reading skills across the curriculum whilst promoting a love and enjoyment for reading new material.

Phonics is embedded across the curriculum and the children are encouraged to use their phonics skills in all lessons. Phonics is displayed in every Key Stage 1 room and merging into the Key Stage 2 classrooms. The children are encouraged to use this in all lessons to support their writing.

Here at Larkhill, we realise the importance of Phonics as it provides the children with the foundations to become successful readers. They are taught how to recognise the sound that each individual letter makes, identify the sounds that different combination of letters makes such as 'ch' and 'ar' and then to blend these from left to right, recognising them in words. Children use

this knowledge to decode new words they say and hear. We call this Fred Talk.

We continue to develop children's phonic knowledge through the progression within the Read Write Inc scheme. The children learn set 1, 2 and 3 sounds which enables them to read and write a range of words. Children learn the graphemes (different representation of a sound) such as ay, ai, a-e. Learning these different representations enables them to become more confident with their reading and subsequently their spelling which in turn is transferrable to their English sessions. In EYFS and Year One, there is a greater emphasis on the reading of the sounds, whereas in Year Two this progresses further into using the graphemes more in spelling.

Children are streamed for daily RWI sessions across EYFS and Key Stage 1 where they will access a speed sound session and the RWI phonics reading books.

Home reading books are phonics based and run in line with the Read Write Inc programme. They have one phonics book (Book bag book from the RWI programme) and they are given the opportunity to visit the library and choose a Library book to read for pleasure. The phonics book will match the phonics group in which the child is in; ensuring continuity. These are the level of each individual child. They are changed once they have been read 3 times.

Children in Reception, Year 1 and Year 2 are assessed using the RWI assessment test at the end of each term. The test identifies the children's progress as well as their next steps. This data is used to stream the children according to their current ability ensuring the teaching they receive is tailored to the level they are at. In addition to this, Year 1 are also regularly assessed for the phonics screening check. The final phonics screening test takes place in June. The check is to confirm whether the individual child has learnt the sufficient phonic decoding and blending skills to an appropriate standard. The test consists of 40 words – 20 real words and 20 pseudo words (nonsense words) for the child to read 1:1 with either their teacher or the reading leader both adults the children are used to working with. Children that do not pass the phonics check in Year 1 will have the opportunity to retake the check in Year 2 in the same manner. The results are reported to the parents in the Summer.

We aim to provide parent information sessions and phonic workshops throughout the year which support them in listening to their child read and encouraging their child's development of phonics.

The entire programme and teaching and learning of Phonics is overseen by the Reading leader in school. The RWI Leader provides training and support to all staff and Quality controls sessions to ensure the children are getting the very best Phonics lessons. The RWI leader also collates assessment data, groups the children and maps the intervention groups which is then checked regularly.

In KS2, opportunities for children that are in need of extra phonic support are available to access using the RWI materials and the corresponding Fresh Start programme. This is administered by trained LSAs. Children are assessed half termly (or more frequently if required) and grouped accordingly.

Phonics is discretely taught in Year 3 at the beginning of a spelling session – 3-5 times a week.

### **Impact**

As a result of providing quality first teaching in Phonics, children will have a secure knowledge of the sounds enabling them to becoming confident readers and access learning across the curriculum, making at least expected progress and building a foundation for a love of reading.

Children will be able to apply their skills learnt in sessions into their writing by having the confidence to choose the correct phoneme to grapheme correspondence.

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