

Phonics Policy



Intent

At Queensway Primary School, we believe that it is essential for **all** children to become confident, successful and fluent readers. To do so, we aim for all children to develop competence in word reading; promote and develop language comprehension; and ensure that throughout their time at Queensway Primary School, children experience a range of high-quality texts leading to a strong reading culture. We believe in the importance of teaching children systematic synthetic phonics as a firm foundation for reading. Being able to read most words 'at a glance', supports children in being free to focus on the meaning of what has been read.

We intend for all pupils to achieve to their full potential and will ensure this happens by:

- Following a systematic synthetic programme with fidelity
- Ensuring that all children participate in high-quality phonics sessions
- Tracking children from the start of Reception to ensure that no child falls behind
- Providing additional support for children at risk of reading failure
- Ensuring all staff are experts in the teaching of reading
- Appointing a designated phonics lead
- Developing strong relationships between home and school
- Providing fully decodable reading books that are carefully matched to the child's developing phonics knowledge and do not require children to use other strategies to work out words
- Promoting a love of reading
- Ensuring children apply their phonic knowledge in reading and writing across the full curriculum

Implementation

Organisation:

At Queensway Primary School we follow our own Queensway Programme developed through the Letters and Sounds progression. Teachers plan lessons using a synthetic approach teaching 'pure sounds' alongside the skills of segmenting and blending. Lessons are planned according to the children's abilities to ensure high expectation and good progress. Children are taught in small, differentiated groups; each group has a trained member of staff delivering phonics sessions that are planned by class teachers. All lessons follow a clear structure (see appendix one).

Time:

Daily phonics lessons take place in Reception, Year one and Year two. Each lesson lasts from 15 minutes up to half an hour, depending on the age of the children. In the Nursery and Reception classes, phonics teaching is enhanced through continuous provision. In Nursery, three planned adult-led phonics lessons take place in the week, on the other two days, children take part in Phase 1 phonics activities throughout the day for example 'I spy' at snack time, listening walks in the garden, enlivening stories at story time and joining in with rhymes during daily singing time.

Expectations:

- Nursery children begin with Phase 1. Children are introduced to systematic, synthetic phonics through phase 1. This phase concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work which starts in Phase 2. The emphasis during Phase 1 is to develop children's ability to attune to the sounds around them and be ready to begin developing oral blending and segmenting skills.
- In Reception, children quickly recap Phase 1 alongside the introduction of Phase 2. By the end of Reception, most children will be confident in Phase 3 and will be consolidating Phase 2 and Phase 3 through learning Phase 4. Children are grouped depending on their phonemic ability and work through the phases progressively at a differentiated rate. These groupings are based upon regular assessments that assess the children's phonemic understanding at their current phase.

- Children in Year One would be expected to start Phase 5 where they broaden their knowledge by learning new graphemes and alternative pronunciations.
- Children in Year two will revisit Phase 5 developing a variety of spelling strategies including word specific spellings, spelling of words with prefixes and suffixes, doubling and dropping letters where necessary. After Phase 5 is completed, teachers use 'No Nonsense Spelling' as a framework for spelling lessons.

Teaching sequence:

Please refer to the document 'Queensway progression of graphemes and common exception words 2021/22.'

Pseudo words:

Wherever possible sounds are taught in context, but pseudo words, called nonsense words, are introduced at Queensway in Year 1 in order to prepare children for the Phonics Screening Test where they are used to assess the children's ability to decode words using their phonics strategies.

Terminology:

Consistent terminology is used across the school with teachers using a phonics planning checklist to ensure fidelity to our approach. All children are exposed to vocabulary such as graphemes, phonemes, digraphs, clusters, non-sense words and dots and dashes.

Environment and resources:

Every class from Reception to the end of KS1 have a phonics display boards. In Reception, displays include Phase 2, 3 and 5 and in KS1 Phase 3, 4 and 5 are displayed. When the children participate in their phonic groups, they are in rooms or areas where they have access to phonics displays. Children have access to a sound mat in phonics lessons and while they are writing.

Blending and segmenting:

Adults use stretchy hands to model segmenting and blending. This allows the children to use this approach when they are working independently to read and write words within their phonic lessons and other areas of the curriculum.

Common exception words (tricky words):

At Queensway we follow the letters and sounds program of teaching of tricky words. The common exception words, as set out in the National Curriculum for years 1 and 2, are taught alongside these words in KS1.

Decodable readers:

Decodable books are in a central area for Reception classes and KS1. They are organised in Phases 2,3, 4, and 5. Children take a reading book home known as their '**practise book**' which is fully decodable and matches their phonics knowledge. Children are expected to read their practise book three times before it is changed. In addition, the children are given a '**book talk**' book to enjoy and discuss with an adult at home. Decodable readers can be used for 1:1 reading and books that are sent home for reading.

Dictation:

Dictation is included in every phonics lesson. Adults encourage the children to internalise the sentence by repeating in various voices and counting the words on their fingers before they write the sentence down.

Enhancement offer:

In the Reception classes, children have additional opportunities to practise and apply their phonics through continuous provision. In Year 1 and Year 2, children who have been identified as needing additional support have additional phonics during the school day.

Challenge:

To provide extension and challenge, children are encouraged to spell more complex words when applying their phonic knowledge. For example, when working on 'oi' grapheme most children will be spelling words like boil and oil, whereas some children will be spelling words like avoid and ointment. Phoneme spotter

stories will have alternative graphemes. Children are challenged to create their own sentences using what they have been learning in phonics. In addition, opportunities to apply grammar learning is incorporated in phonics lesson planning.

Children at risk of reading failure:

Children are assessed on a regular basis (every six weeks and at the end of a Phase) in phonics in order to ensure that action is taken if they are at risk of falling behind. Teachers plan bespoke, additional phonics sessions as appropriate. In addition, children identified as a concern in reading receive additional 1:1 reading sessions that are planned by the class teacher to focus all adults on appropriate next steps. Class teachers share their concerns with parents informing them that their child is receiving additional 1:1 reading; parents are encouraged to read with their child on a daily basis at home.

Older children in KS2:

Children moving into KS2 who have not passed their phonic screening test continue with phonic sessions tailored to meet their specific needs. Teachers have detailed and thorough handover in the Summer Term sharing assessment information regarding phonics. Sessions continue to follow the format of lesson in KS1. These children continue to have access to resources in writing that support their phonic application. Additionally, teachers have access to decodable books that are better suited to the maturity of children in KS2. Their progress would be monitored termly as in KS1.

Home school links:

Every year, parents of children starting Reception are invited to a Phonics Workshop to explain how phonics is taught and how parents can support their children at home. Parents have access through a school website to Youtube clips explaining how the phonemes are sounded in lessons. Additionally, as part of our shared lessons, parents could be invited to watch a phonics lesson in action. We provide information for parents on how to read with their child-in a leaflet and with two Youtube clips. Again, this can be accessed through our school website. In KS1 and year 3 and 4, all children have a reading diary that goes home with their reading book to record home reading sessions.

CPD:

All new staff are given phonics training so we can ensure fidelity to our approach; they would also have opportunities as part of their induction to watch and reflect on the teaching of phonics by an experienced staff member. All staff are given refresher training every year. Any new teachers who are planning phonics would be given support by the phonics leader as appropriate. The Phonics Leader is given management time to monitor the planning and teaching of phonics. Observations are reported back on school monitoring forms with next steps and a date of return to check any actions. This is overseen by the Senior Leadership Team.

Assessment:

- Initial baseline at the start of every new academic year
- Regular assessments every short term-this would be formative using feedback from adults, planning feedback and feedback in Blue Reading Record Books
- Assessments at the end of a Phase
- There are 3 formal assessment points in the year-phonics and reading would be part of this
- Phonics Leader, KS1 Phase Leader and EYFS Leader have an overview of progress in each class
- Teachers complete school tracking sheets to record progress
- The **Phonics Screening Check** takes place in the Summer Term for Year 1 children. The Phonics Leader Carries out the assessments, records and reports the results. The results are shared with parents in their school report.

Monitoring, evaluation and development:

Planning, teaching and assessment in Phonics across the school is monitored by the Phonics Leader as part of our regular monitoring by the Senior Leadership Team. Monitoring is linked to the School Development Plan, next steps that have arisen from previous monitoring or areas of concern in children's progress. In addition, the Reading Leader monitors reading including observing teaching, and, scrutinising planning,

records, moderation and analysing summative assessment data. The Reading Leader presents a report regarding attainment and progress to governors after each assessment point (December, April and July).

Impact

Phonics Screening

Year	% of all Pupils who passed phonics screening	% of PP Pupils who passed phonics screening	% of pupils on SEND register who passed phonics screening
2018	90%	81%	60%
2019	95%	88%	78%
2020 <i>Covid-19</i>	75%	76%	14%
2021 <i>Covid-19</i>	76%	88%	22%

Reading Results at KS1

Year	% of all pupils who reached expected	% of PP pupils who reached expected	% of pupils on SEND register who reached expected
2018	71%	75%	28%
2019	79%	64%	8%
2020	No official data due to Covid-19		
2021	No official data due to Covid-19		

In observations made by the Headteacher and senior leadership team, it has been noted that children use Queensway phonic resources to write with independence, applying their phonic knowledge. In addition, teachers model the use of these resources in the teaching of writing. Book scrutinies by the Writing Leader support these observations.

Through regular monitoring, the Phonics Leader ensures that phonics is being taught with consistency and fidelity. Next steps are communicated through the school's system of monitoring and followed up at a time agreed by the class teacher and the senior leadership team.




Review

This policy will be reviewed every three years by the Headteacher and SLT on behalf of the Quality of Education Committee.

Chair of Committee..... Date

Headteacher Date

Appendix One

Revisit and Review  <i>5 minutes</i>	Practise previously learned letters or graphemes or blending and segmentation as appropriate.
Teach  <i>10 minutes</i>	Teach new graphemes, some tricky words, blending and segmenting of adjacent consonants.
Practise  <i>5 minutes</i>	Practise blending and reading words with a new GPC/adjacent consonants; segmenting and spelling words with a new GPC /adjacent consonants.
Apply <i>10 minutes</i>	Read and write a sentence using one or more tricky /high frequency words and words containing the new graphemes/adjacent consonants.