



## **Neatishead, Salhouse & Fleggburgh Federation**

# **Phonics Policy**

*Our schools aim to be happy and safe places where everyone shares a love of learning.  
Our Christian core values of respect, responsibility, courage, trust, perseverance and  
compassion underpin all we do.*

**'Soar on Wings'**

<b>Formally adopted by the teaching staff</b>	<b>Neatishead &amp; Salhouse Federation Primary Schools</b>
<b>On:</b>	<b>18<sup>th</sup> November 2022</b>
<b>Executive Headteacher</b>	<b>Julie Church</b>
<b>Date for review:</b>	<b>November 2024</b>

## **General Statement**

We teach the essential phonological and phonemic skills and the knowledge to decode and encode (spell) words independently from the outset. We will encourage children to use phonics as their first strategy to read and spell unknown words until it is embedded for them.

We ensure consistency and a systematic approach to the teaching and learning of synthetic phonics, as the prime method by which children learn to read and spell independently, automatically and confidently. Neatishead and Salhouse use 'Letters and Sounds', and 'Jolly Phonics', Fleggburgh uses Read Write Inc and Letters and Sounds 'to introduce the Grapheme Phoneme Correspondence, and use a range of games, songs and activities. Content for Year 1 and 2 is taken from the English Appendix 1: Spelling (National curriculum 2014). Bespoke targeted phonics sessions are planned and delivered for KS2 pupils according to need.

## **Specific Aims**

### **Children should:**

- Children feel enthused about 'phonics' and understand the relevance to their learning
- Learn the skills of blending and segmenting as a first priority as they are introduced to the grapheme/phoneme correspondences for reading and spelling.
- Be reading with increasing confidence and fluency.
- Reading with enjoyment and interest.
- Apply their phonic knowledge in the context of reading and spelling in the wider curriculum.
- Develop their spoken language and comprehension simultaneously as they are learning phonics.
- Use phonics as their first strategy to decode and encode unknown words.

### **Teaching Methods**

- A daily session of systematic synthetic phonics in EYFS and KS1. Multi sensory activities are used to aid memory when introducing and revisiting phoneme/grapheme correspondences.

### **Marking (spelling)**

We want children to feel confident in taking risks with trying out spellings of unfamiliar words. If the grapheme has been taught, the spelling may be corrected if the child continues to spell incorrectly.

### **Learning Environment**

Resources in and out of the classroom support the children in applying phonics to reading and writing. Sound charts 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.

We use assessment data to ensure progress and next steps

Intervention or boosters to reach age related expectations in phonics, are provided. Children who are exceeding their age related expectations will access the next year group's objectives for phonics and spelling.

### **Phonically De-codable Texts:**

We have a choice of phonically decodable books which are carefully selected to match the children's developing phonic knowledge.

### **Blending and segmenting.**

Oral blending and segmenting are taught first before being applied to reading and writing. Children are taught that phonemes are blended in order from left to right for reading. They are also taught how words are segmented into phonemes for spelling.

### **Common Exception Words**

Children are taught to read, on sight, high frequency words that do not conform completely to grapheme-phoneme correspondence rules. The words are those listed in the NC Appendix 1.

### **Comprehension and reading for meaning**

Comprehension and meaning are addressed separately within literacy and wider curriculum planning and policy.

### **Assessment and tracking.**

#### **Year R**

In the Foundation Stage, children are assessed using the development matters statements for age related expectations each half term.

working towards becoming secure in phonological awareness, oral blending, segmenting and grapheme-phoneme correspondence. Children are taught in groups pertinent to their progress/attainment.

#### **Key Stage One**

At the end of Year One children complete the Year One Phonics Screening Check, a summative assessment of reading and decoding. Results of the screening check are reported formally to parents with the child's end of year report. This also applies to any children in Year 2 who did not meet the required standard in Year 1.

#### **Key Stage 2**

The main focus of their learning is spelling. Phonic knowledge continues to underpin spelling with the developing of increasing understanding of the role of morphology and etymology. Children's spelling is assessed and tracked within the writing assessment framework.

### **Monitoring and evaluation**

The Executive Headteacher in collaboration with the teaching team oversees 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.

### **Parental Involvement**

When children start school, parents will be made aware of the school phonics policy. Home learning activities related to phonics and reading/writing will also be explained and exemplified.

Progress in reading and spelling development will be discussed at parent's evenings and also through the home school communication.

Parents are advised which specific sounds children are learning, so they can be supported at home. Specific concerns may be highlighted at any point so parents are aware.