Much Birch C of E Primary School

Phonics Policy



'We will flourish and reach our God given potential'

I am the vine; you are the branches. If you remain in me and I in you, you will bear much fruit. John 15:5

All members of our whole school community are able to realise their God-given potential, enabling them to become equal, caring and active citizens whilst upholding true Christian values. We treat others, as we would like to be treated, with dignity and respect. Everyone is encouraged to flourish with hope and high aspirations.

Updated **annually**
Review date Nov 2024
Head teacher Ms B Davies
Chair of Governors Rev. Mark Johnson

Intent

All members of our whole school community are able to realise their God-given potential, enabling them to become equal, caring and active citizens whilst upholding true Christian values. We treat others, as we would like to be treated, with dignity and respect. Everyone is encouraged to flourish with hope and high aspirations.

Our vision underpins all that we do in school. This vision, supported by our Christian values, allows us to serve our community within the context of Christian belief and practice.

At Much Birch we strive to stay up to date with current research, advice and guidelines developing our curriculum from outstanding and good practice.

Bold Beginnings (2017): The Reception Curriculum in a sample of good and outstanding schools report recommendations
"make sure that the teaching of reading, including systematic synthetic phonics, is the core purpose of the Reception Year."

The Rose Report (2006) emphasised high quality phonics as an important part of the word decoding skills required by children to develop higher level whole language and comprehension skills.
This approach is in alignment with our belief that we first 'learn to read' and then 'read to learn'.

What phonics looks like at Much Birch

At Much Birch Primary School, we follow the Read Write Inc. (RWI) phonics scheme across the EYFS and Key Stage One. Teachers use assessment to inform effective provision for all children, using this to plan and deliver lessons that engage and challenge all children within the lesson. This assessment should inform the rate at which children progress through the scheme and secure a sound understanding of phonics.

All Year One children take the 'Phonics Screening Check' - a statutory assessment required by legislation. Those who do not meet the pass mark will be given support and intervention programmes in Year Two. Those children who do not obtain the required level set by the 'Phonics Screening Check' will receive phonics interventions.
Planning for phonics will be done separately from English, but with the understanding that good phonics teaching should link to the literacy needs of the children within an English lesson and across the curriculum.

Each Phonics lesson should include the following sections:
Speed sound

- Review the sounds – Revise previous graphemes
- Say the sound – Introduce the phoneme
- Read the sound – Introduce the new grapheme

Word Time

- Read the words – read words containing the new grapheme
- Review the words – read words with previously taught graphemes
- Reading assessment – read alien or nonsense words
- Spell with Fred Fingers – spell words using new grapheme
- Spell review – spell words using previously taught graphemes

Phonics in EYFS
Children in Reception will be taught a discrete phonics session at least four times a week for initially a twenty minute period as a whole class in the first half term, progressing to thirty minutes by the end of the Autumn term. Phonics skills are also embedded in writing and reading tasks in English and reading sessions. Groups will be differentiated to ensure that all children are reaching their full potential within a challenging and supportive environment. The driving ethos should be for all children to complete Set 2 sounds by the end of Reception and have a sound understanding in order to start Set 3 sounds by the start of Autumn Term 2 in Year 1. Children are introduced to the 'red words' (tricky words) with the aim being to read and begin to write these by Year 1. Children are regularly assessed and as soon as they start falling behind are supported through intervention groups.

Phonics in Year 1
Children in Year 1 will be taught a discrete phonics session for thirty minutes at least four times a week. The underlying aim of Year 1 should be to ensure all children have completed Set 3 sounds and be using these to read and write effectively. They should have plenty of practise in recognising 'alien' or pseudo words, in readiness for the Phonic Screening Check and to give them the confidence to read any word. Children should aim to read and write all the common exception words for Year 1. At Much Birch the children in Year 1 are taught by the class teacher as a whole class and after assessments children are put into additional booster groups and intervention groups with targeted support.

Phonics in Year 2
For the Autumn term all Y2 children revise the set 2 and set 3 sounds to consolidate and recall phonemes speedily. The teacher will assess each cohort after the Autumn term to decide whether the class continue whole class phonic revision lessons. Children in Year 2 who have not passed the phonic screening test will have access to high quality targeted phonics interventions for as long as they need it until we feel that they can pass the phonic screening test with ease. Spelling becomes a focus and a new scheme has been finalised and is currently being trialled this year to close the spelling gaps and we will review after this year. The emphasis is using high frequency words as a first focus for KS1 alongside weekly exposure to the year group spelling lists. Provision should be differentiated to ensure all children reach their full potential. Children should aim to read and write all the common exception words for Year 2.

Phonics in Key Stage 2
Children in Year 3 and 4 who have not reached a sufficiently proficient level in GPC awareness and application should have phonics interventions in class.

Classroom Environment

In each Key Stage 1 class there is a RWI Phonics display and a speed sound chart. Red words are also displayed around the classroom. Children have access to RWI sound mats when writing.
All classes from Reception to Y6 have a speed sounds chart and have access to desktop sound mats for those who need interventions.

Homework
Parental involvement is key in the acquisition of Phonics.
In Reception, Year 1 and Year 2 classes the sounds the children are learning will be displayed on the website and/or Seesaw with additional resources such as green and red words.
Children will also be given a RWI 'book bag book' or sound passages at least once a week related to the sounds that they are learning that week.
In Reception children have a 'sound book' adding sounds as they learn them in class.
They will also receive red words to learn and green words using the sounds/letters they have already learnt.
Children in Year 1 have a weekly spelling test based on the sounds and red words they are learning in class.
Children in Year 2 have weekly spellings.
A RWI phonics meeting for parents is held in the Autumn term.
A phonic screening meeting for parents is held prior to the phonic screening test in June.

How we assess progress in phonics
Assessment for Learning takes place in all classes, continuously throughout the year and we assess pupil progress using our half termly phonics assessments. Reception assess the phonic sounds the children have been learning and as the year progresses, green and red words.

Each half term, Year 1 pupils will be given practise Phonic Screening papers to identify any gaps in learning and check that they are on track to pass the screening. Year 2 pupils who need to re-sit the Year 1 Phonic Screening will also be assessed every half term using the phonic screening test papers.

Subject Leadership
- The Phonics subject leader will support and monitor the subject.
- The Phonics subject leader will ensure that his/her subject knowledge and expertise are kept up to date by means of regular training.
- The Phonics subject leader will ensure that staff receive adequate training in the teaching and assessment of Phonics.
- The Phonics subject leader will regularly monitor the quality of Phonics teaching across the school.
- The Phonics subject leader will liaise with the governing body Curriculum Committee which holds responsibility for English, and the Committee Chair will report regularly to the Full Governing Body on progress and attainment in Phonics.
- The Phonics subject leader and head teacher will ensure that the areas of study set out in the National Curriculum 2014 are implemented.

Review
This policy will be reviewed regularly. Its effectiveness will be monitored by the Phonics leader

and will be based upon discussions with other members of staff, observation of children's work and re-evaluation of teaching plans. The outcome of the review will influence the future school development plan.

Date Agreed: November 2023
Review Date: November 2024