

Crosscrake CE Primary School

Our School promotes 'Friendship & Learning' underpinned by the Christian values of kindness, perseverance & hope.

Jesus said, "I have come that you may have life; life in all its fullness"

John 10:10.

Phonics Policy - October 2022

Phonics is one of the many skills needed to become a reader and writer. We aim to give children the best possible start on their reading/writing journey by teaching them the essential phonological/phonemic skills and knowledge to decode and encode (spell) words independently from the outset. At the point of reading/writing, children will use phonics as their first strategy to read and spell unknown words until it is embedded and automatic for them. We recognise that the development of spoken language and the enjoyment and comprehension of quality literature go hand in hand to develop a lifelong love of reading and aim to nurture and develop these attributes alongside the phonics program.

Our policy sets out the means by which 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 in the first years of their schooling. It aims to reinforce our high expectations for pupil progress.

Twinkle Phonics is a fully comprehensive, synthetic phonics programme which we use from nursery to Year 2. All the staff delivering the sessions have completed the online training.

The phonics sessions are structured in the same way each day and build in strong, consistent and familiar routines, which allow the younger children to build up their confidence. Older children benefit from a wider range of activities. This helps them to see phonics as a wider curriculum. All the children are taught to understand that the skills they are learning in the phonic sessions can be applied in all aspects of their learning.

The sessions follow a five part pattern.

Revisit and Review - children review GPCs and tricky/common exception words that they have already been taught.

Teach - New GPCs and tricky/common exception words.

Practise - Blend and segment words using the new GPC

Apply - Read or write a caption or a sentence using taught GPCs and tricky/common exception words.

Assess children's learning against criteria.

Each phonics group follows this structure which will cover for the four cornerstones of phonics

Rapid recall of GPCs

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Rapid recall of tricky/common exception words

Efficient blending skills

Efficient segmenting skills

This will support children making the expected progress.

Grouping for phonics/spelling is decided in response to the needs of the children. We use assessment data to ensure they are in appropriate groups and following their next steps accurately. As each group follows the same 4-part phonics structure; transition between groups can be facilitated in a more seamless way. If children need intervention or boosters to reach age related expectations in phonics, this is provided in addition to the daily phonics session so that as many children as possible can access their year group learning objectives and reach age appropriate outcomes. Similarly, children who are exceeding their age related expectations have the opportunity to access objectives beyond their year group for phonics and spelling (as detailed in NC appendix 1).

Decodable books to match children's knowledge - We have a choice of phonetically decodable books for both guided and home reading, which are carefully selected to match the children's developing phonic knowledge, so that every child can experience success in their reading by using the skills they have so far been taught. These are sent home along with tricky words and the phoneme/graphemes we have covered during the sessions for consolidation.

Learning environment resources in the classroom will also support the children in applying phonics to reading and writing. In each classroom throughout F2 and Key Stage 1 (and KS2 if appropriate) there are grapheme/phoneme displays, tricky word displays and word mats to support children to be independent in their spelling whilst at the same time reinforcing the link between discreet phonics teaching and learning and its purpose in reading and writing.

In Key Stage 2 the Talisman phonic books are used alongside the phonics scheme to support the gaps in their phonic knowledge.

The Phonics Screening Check is a statutory part of the National Curriculum for children in year one. During the summer term, all children in year one are tested in their ability to apply phonics knowledge to read a range of real and nonsense words. The phonics sessions that are delivered throughout the year incorporate these words which allow the children to gain the knowledge and skills to prepare them to successfully undertake the check. We also have a parents evening and send home 'The Phonics Screening Check Parents Guide' which informs the parents about the phonics screening activities and assessments that the children will be doing. Sharing this with parents will keep them informed and help support their children.