

Phonics at Greenmount Primary School 2017-2018

Aims

- To secure phonics for reading, developing automaticity, fluency and understanding
- To teach pupils aural discrimination, phonetic awareness, sound discrimination, oral blending and segmenting and rhythm and rhyme.
- To ensure that pupils have the skills to segment and blend to read and tackle unknown words, reducing reliance as automaticity develops.
- To learn to read and write all 44 phoneme/graphemes in the English Language and understand the choices for reading and spelling.
- To teach pupils specific strategies to help them remember high frequency and common exception words
- To enable children to use phonic awareness across the curriculum.

Teaching

Nursery

- Phase 1 phonics is taught daily with key workers.
- Groups are given short phase 1 tasks.
- Letters and Sounds and The Oldham Phase 1 document are used for planning.
- Whole class teaching of phase 1 and exploration through play happens during story time, singing sessions, in provision areas including the outdoors and is supported by the class teacher, key workers and bilingual staff.
- Phase 1 is taught continuously throughout the year. Phase 2 sounds are first introduced to the children in the Spring Term through use of Jolly Phonics actions and songs.
- See planning files for coverage of all aspects and please see Tapestry and written observations in profiles for evidence of children's learning.
- Phonics trackers are filled in and given to the phonics leader and Literacy leader to analyse half termly.

Reception and KS1

Letters and sounds is taught daily for 25 minutes, 5 times a week, at the beginning of each day. We aim to keep the children all together for this lesson as much as possible. Teachers also use a ten minute catch up time each day to re-teach or practise the daily sound with any children needing extra support. (Please see phonics overview for coverage in daily lessons and phonics planning.)

- During sessions in the Autumn Term in Reception recognising grapheme/ phoneme correspondences and blending and segmenting for *reading* are the main lesson focusses with lots of hands on resources used. Application for spelling in phonics is

introduced and supported in Literacy activities, in the letter formation areas and in child initiated play in the provision areas. Provision areas also offer opportunities to develop phase 2, 3 and 4 reading, with prompts, sound buttons, magnifying challenges around the classroom and well stocked book corners to inspire independent exploration and love of books. Teacher- led outdoor provision with a phonics link allows children to further develop and apply phonic knowledge through play.

- In year 1 reading is the main focus in the Autumn term with jotters for spelling and dictation being introduced in Spring 1 and 2.
- In year 2 children receive whole class teaching with differentiated support during the practise and apply.

Each lesson follows Letters and Sounds and contains:

- Introduction
- Revisit/ Revise
- Teach
- Practise
- Apply
- Assess

Phonics Bug online resources will support teaching and learning in phonics. Children can apply their blending and segmenting skills during short, 15minute Guided Reading sessions in Reception and in longer 30 minute sessions in year 1 and 2 using *Bug Club* and *Phonics Bug* texts. They will be given Phonics bug and Bug Club for homework and expected to read for ten minutes each day either using a paper copy or through Phonics Bug online. Children are also given tricky word bookmarks to practise each night.

Common Exception or Tricky Words

These are words in which the English spelling code works in an unusual or uncommon way. They are not words that phonics ‘doesn’t work,’ but they may be exceptions to spelling rules or words that use a particular combination of letters to represent sound patterns in a rare or unique way.

These words are sent home in book bags and the children are informally tested on these when they read their books to a member of staff.

1:1 Readers

Children read 1:1 with an adult each week and year 6 Reading Champions visit classes daily to boost skills for reading and understanding of the text. We also use partnership/ parent/ grandparent/ governor volunteers to act as excellent role models and share their love of books. Books and book bags are sent home each night and every pupil has a reading record to enable school/ parent communication.

Catch up program

The phonics catch up program is run each day for a half hourly session for KS2 children needing extra phonics support. Sessions are planned using Letters and Sounds format and these sessions are supported by Phonics Bug online and Phonics Bug books. Dandelion Readers and Songbirds are also available to support children's independent application of decodable texts. Children develop spelling skills for tricky words and phase 3, 4, 5 digraphs and trigraphs.

Monitoring and Assessment

Testing takes place half termly on the phonemes and high frequency words taught and on blending and segmenting skills. The test results are analysed by the phonics leader and Literacy co-ordinator. Results are discussed and gaps/ actions identified with class teachers.

Teaching Strategies

Tap the Phoneme- Chop the graphemes up so that it is easier to hear the sound.

Sound Buttons- A dot should be drawn underneath a single phoneme and a line underneath a digraph or trigraph.

Jolly phonics actions and frieze on display in Nursery and Reception.

When spelling segment the whole word with the child f-u-ss-p-o-t. We don't say what comes first, after etc but blend the complete word while the children write.

Assessment and Reporting

Each year group will have a half termly summative assessment on the phonemes and common exception words taught, and their blending, segmenting reading and spelling skills. All pupils in Year One will be screened using the Statutory Assessment materials, over a set week in June. This consists of 40 words for the pupils to read on an individual basis to their teacher. Twenty words are 'real,' twenty are pseudo/nonsense words.

If a pupil in Year One does not achieve the national threshold, they will be retested when they are in Year Two. This Data will be submitted to the Local Authority.

Home/ School Partnership- Parental Involvement

Reading workshops are provided for parents to come in and learn about the way that phonics is taught. Children visit the event with parents and model a phonics lesson to them. Teachers are given the opportunity to offer advice for supporting phonics at home and a book sale has really encouraged excitement about books and reading in our families. We have had record attendance and seen positive impact on children's attitude to homework. Our parents have given us very positive feedback.

Equal Opportunities

All children should be given equal opportunities to develop their English abilities regardless of race, gender, religion, ethnic group, culture or ability.

Special Needs

Children who are on the SEND register and who have specific educational needs will be planned for in KS1 and offered phonics catch up in KS2. These children will be supported by SENCO and teachers advised.

ICT

Children have access to classroom mini laptops- Asus and interactive whiteboards with Phonics Bug games and resources. The school will be supporting parents and children in accessing the E books allocated to them through our new scheme Phonics Bug and Bug Club and the school has issued information about supportive online games and websites available to help children develop their phonics skills at home.

Time

- X 5 20 minute sessions daily (Reception and Key Stage 1)
- X 5 10 minute sessions daily (Reception and Key Stage 1)
- x 1 weekly 1:1 read with TA or Reading Champion
- x 5 Guided Reading sessions weekly (Reception and |Key Stage 1)
- x 4 shared reading sessions weekly (Reception and Key Stage 1)
- x 5 half hourly sessions (Phonics catch up)

Resources

Reading schemes:

- Bug Club
- Phonics Bug
- Oxford Reading Tree In Fact

Letters and Sounds

Oldham Phase 1 planning document

Class Library

Large range of practical apparatus to support the teaching of phonics in line with Letters and Sounds.

Safety and Care

The use of equipment is to be promoted at all times in line with the Health and Safety policy.

The Role of the Headteacher

- To ensure that the National Curriculum is implemented.
- To encourage and support the subject leaders approach to English development across the Curriculum.
- To support and encourage all staff in the teaching of English.
- To promote English in school.
- To make necessary resources available to enable the development of English.

The Role of the Subject Leader

- To promote English across school.
- To provide good examples of the teaching of Phonics in the classroom.
- To make resources available.
- To plan for future development through action plans.
- To review and monitor the planning and teaching of Phonics.
- To work alongside staff when required.
- Attend relevant courses and give information back to staff.
- Arrange INSET courses for staff.
- Support colleagues
- Encourage parental involvement.

Role of the Staff

- To ensure that phonics is used in the classroom in line with the National Curriculum.
- To implement any changes in the teaching of phonics, with the support of the Headteacher and Subject leader.
- To ensure that there is equality of opportunity in the teaching of phonics.
- To inform the co-ordinator of any problems which may arise in the implementation of phonics.
- Teach and assess the children in phonics.

Role of the Governing Body

- The Governors will monitor the development and implementation of Phonics in school.

Review

This policy is to be reviewed every 2 years

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