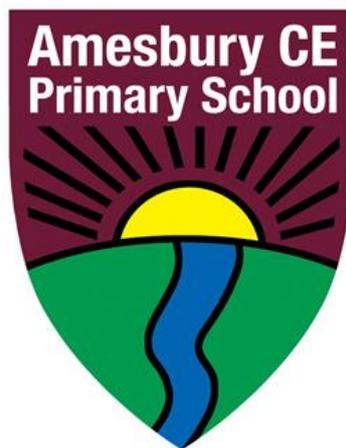


Amesbury CE Primary School

“Whatever you do, work at it with all your heart” Col 3:23



Kindness ◇ *Dignity* ◇ *Endurance*

Phonics Teaching Policy

Policy date: October 2020

Review date: September 2021

Amesbury CE Primary School Phonics Teaching Policy

Aim

Our aim is for every child at Amesbury CE Primary School to enjoy and be successful at reading and writing. Phonics is about learning the relationship between letters and sounds. This is how the vast majority of children will learn to read and write. Our students are always encouraged to work hard and demonstrate our school values of kindness, dignity and endurance, thereby promoting our whole school ethos 'Whatever you do, work at it with all your heart.' (Colossians 3:23)

Our vision is achieved through daily whole class phonics lessons in EYFS and Key Stage 1, that are clearly structured, well-paced and highly interactive. We follow the DfES *Letters and Sounds* teaching programme to ensure all children are supported to progress through the six phases of phonics learning, thus enabling them to become confident readers and authors who are best-equipped to understand, explore and work creatively as citizens of God's world.

Expectations

Every child in Early Years and Key Stage 1 must be part of daily whole class phonics teaching that follows the *DfES Letters and Sounds* programme.

All Early Years and Key Stage 1 classrooms must have a phonics display/ working wall to support children's learning.

Children must be able to access and understand how to use resources to support their independent writing, eg sound mats.

Teachers should consistently model correct letter formation and use of sound buttons to segment and blend words in reading and writing.

Teachers must ensure that phonemes are pronounced accurately by children and staff.

Teachers need to monitor the progress of all pupils and ensure that children are targeted for appropriate intervention when necessary.

Teachers must ensure that children's reading books are accurately matched to their current phonic knowledge.

Teaching and Learning Overview

DfES Letters and Sounds knowledge and skills:	
Phase 1	Learning activities are linked to environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and oral segmenting and blending.
Phase 2	Learning 19 letters of the alphabet and one phoneme for each grapheme. Segmenting simple words into individual sounds and blending sounds to read whole words. Beginning to read simple captions.
Phase 3	Learning the remaining letters of the alphabet and one phoneme for each grapheme. Learning two-letter graphemes (eg <u>sh</u> , <u>ch</u> , <u>th</u>) and three-letter graphemes (eg <u>igh</u> <u>ear</u> <u>air</u>). Reading and writing captions, simple sentences and questions.
Phase 4	No new grapheme-phoneme correspondences are taught in this phase. The children secure their knowledge so far, and learn to segment and blend longer words.
Phase 5	Children learn more graphemes for the phonemes they already know (eg <u>ai</u> in <u>rain</u> and <u>ay</u> in <u>play</u>). They learn different ways of pronouncing the graphemes they already know (eg <u>ow</u> in <u>down</u> and <u>ow</u> in <u>snow</u>). Reading and writing sentences, including questions.
Phase 6	Learning spelling rules and patterns, including doubling or dropping letters and adding prefixes and suffixes.

Assessment

Children are required to complete the phonics screening check at the end of Year 1. This is to ensure they can recall and use their learning so far. The phonics screening check asks children to read a set of forty real and nonsense words. They will do this one-to-one with their teacher. Children's progress will be tracked throughout the academic year so that students who are not on track to achieve the pass mark can be targeted for additional support to ensure rapid progress and the best chance of achieving the expected standard. Children who do not achieve the pass mark at the end of Year 1 will continue to receive additional support before they retake the assessment at the end of Year 2.