

Subject Policy for Phonics



Subject Lead	Laura Parrish
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Signature of Chair of Governors <i>Angela Fisher</i>	Signature of Headteacher <i>Laura Parrish</i>

Mission Statement

At Stubbins Primary School, we strive to create a supportive and inclusive environment where learners are encouraged to explore their passions; develop their talents; and achieve their full potential.

Through effective learning experiences, we foster a life-long love of learning, empowering learners to become critical thinkers, problem solvers and compassionate individuals.

By providing a strong foundation of knowledge, skills and values, we are dedicated to preparing our learners for success in an ever-evolving world. Together, as a vibrant community of learners, we nurture, grow and flourish.

NURTURE-GROW-FLOURISH

The National Curriculum states that “English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.”

Intent

Teaching children to read is an essential part of their learning. Reading is a skill that helps to develop vocabulary and improve understanding of words. In synthetic phonics lessons, children learn the relationship between letters and sounds. Teaching them to recognise the sounds each letter makes and how to put them together, enables them to read. It also helps with spelling as they learn how to break up words into sounds, in order to spell them. The idea that surrounds synthetic phonics is that once they are comfortable with the letters and sounds that make up words, children should even be able to read ‘nonsense’ words that don’t actually exist in the English language.

We aim to:

- provide consistent, high-quality phonics teaching that ensures all children have a strong foundation upon which to tackle the complex processes of reading and writing.
- ensure that the teaching of synthetic phonics is systematic and progressive throughout Reception, KS1 and KS2 for those children needing interventions to support phonetic knowledge and understanding.
- ensure that children have strong phonetic knowledge, understanding and skills so that they can decode words confidently and engage with higher-order reading and writing skills.

Implementation

Phonics is a way of teaching children how to read and write. It helps children hear, identify and use different sounds that distinguish one word from another in the English language. The Department of Education establishes the core criteria for effective systematic synthetic phonics teaching programmes. Using phonics programmes, children are taught to read and write using phonics, which is by directly linking phonemes (sounds in words) and graphemes (the symbols used to represent them). Phonics is considered the best way to teach children to read.

We use Twinkl Phonics as our systematic, synthetic phonics programme (SSP). It is high quality and robust in its purpose. With a clear, structured progression through the programme, it allows all of our pupils to meet or exceed the expected standard.

The Twinkl Phonics approach combines rigorous progression with engaging learning materials. We believe that children learn best when they are enjoying their learning and that this comes from a mix of bright, fun and engaging lesson resources within a clear and systematic approach that builds on children's skills daily.

Phonics is taught daily to all children in EYFS and KS1. Within Reception, phonics sessions will be 20 minutes in length. Throughout the school day, children will also practise and apply what they have learnt through follow-up activities in continuous provision.

In Years 1 and 2, phonics lessons will last about half an hour each day. Children will also have reading sessions and English lessons in addition to their daily phonics lessons.

Some children may continue to need discrete phonics sessions in KS2. If this is the case, they will receive a daily intervention session, delivered using the Twinkl Phonics Rapid Recap or Codebreakers interventions. Children will be regularly assessed to ensure they are receiving phonics teaching at the correct level.

Impact

The acquisition of phonic knowledge and early reading is vital to many learning activities. Through the clear and aspirational intent, structured and rigorous implementation of the phonics curriculum, we aim for all pupils to have a secure understanding of GPCs and be able to apply this phonic knowledge across the curriculum to support their learning.

Assessment

In Reception, Y1 and Y2, children should be assessed on their knowledge of GPCs and tricky/common exception words each half-term, to establish their phonic level. Blending and segmenting assessments should also be carried out to ensure that children have the skills securely in place for reading and spelling.

In the Summer term, all children in Y1 will undertake the National Phonics Screening Check. This is an assessment carried out in school during which the children will be assessed on their ability to segment and blend a range of 40 real and 'alien' words. Alien words are a selection of phonetically decodable nonsense words. The words in this assessment gauge the children's understanding of the phonemes learnt and give the school the knowledge of where the gaps are. If the children are not secure in recognising, segmenting and blending these words and therefore do not pass the assessment, they will be offered further support as they enter Y2 and will be able to repeat the assessment in the summer term of Y2. This assessment also allows us to put in specific and personal support for those children who

require additional assistance. If a child does not meet the expected standard in Y2, then phonics teaching and learning will be continued into KS2.

Inclusion

Teachers set high expectations for all pupils in phonics. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with special educational needs (SEN)
- Pupils with English as an additional language (EAL)

Lessons will be planned to ensure that there are no barriers to every pupil achieving.

Cross Curricular links

Phonics shares links with all subjects across the curriculum.