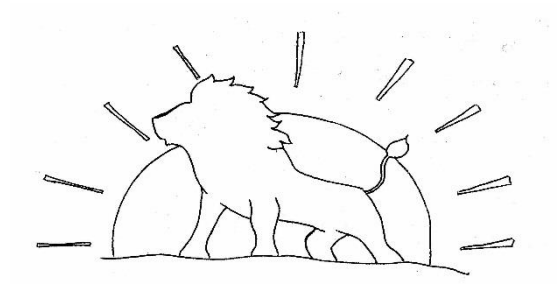


# Phonics Policy

Northwick Park MAT



Northwick Park Primary and Nursery

We Take Pride



...working together

Approved by: LGBs

Date: June 2021

Reviewed: April 23 (this policy was reviewed early to reflect a change in practice)

Next Review: June 24



# **Phonics Policy**

## **Intent:**

At Northwick Park Academy Trust, we are committed to the delivery of excellent phonics teaching. We aim to develop in every child the ability to read with fluency and develop a love of reading that will be life-long. Being able to read is the most important skill children will learn during their early schooling and has far-reaching implications for life chances and well-being.

The Independent Review of Early Reading conducted by Jim Rose confirmed that 'high quality phonic work' should be the primary tool for teaching children how to read and spell. The review also highlighted the importance of developing, from the earliest stages, children's speaking and listening skills, ensuring that beginner readers are ready to get off to a good start in phonic work by the age of five. Such work should be set within a broad and rich language curriculum.

The understanding of phonics is one of many skills needed to become an effective reader and writer. The learning of phonics is the starting point of developing the children's body of knowledge, skills and understanding that are an essential part of learning to read. Good quality phonics teaching allows the child to be secure in the skills of word recognition and decoding which lead to reading fluency. These skills result in children being able to read for pleasure and will allow them to move onto developing higher order reading for meaning skills. These phonic skills are taught systematically and involve a variety of tools e.g. multi-sensory resources for all learners.

## **Implementation:**

In line with the MAT's policy and commitment to excellence in phonics, each class in Reception and Year 1 teaches phonics as a discrete lesson every day alongside using phonics as part of teaching and learning throughout other curriculum lessons. Children not reaching the expected standard for phonics in the Phonics Screening Check at the end of Year 1 will also continue with a daily discrete phonics session. Children in Key Stage 2 who do not reach the required standard in the retest at the end of Year 2 will continue with phonics teaching in their sets in Year 3. If there are children who still have difficulty acquiring their phonics after Year 3 this is addressed through an intervention program led by the SENCo. For those children who have reached the required standard at the end of Year 1, phonics teaching is integrated into English sessions so the children are still able to practise and embed their phonics skills in reading and spelling. This approach also continues in Key Stage 2.

Teachers plan and deliver phonic sessions through use of the Read, Write Inc programme. To ensure the delivery of this programme is suitable to our children's needs, teachers provide stimulating experiences and opportunities to motivate the child, using a range of resources to engage individuals and groups of children.

## **Approaches to phonics:**

We believe that phonics teaching should be:

- \* Systematic
- \* Interactive
- \* Engaging
- \* Differentiated
- \* Discrete
- \* Practical
- \* Multi-sensory

## **Teaching and learning:**

Read, Write Inc. sessions follow the cycle of 'Assess, Teach, Practise, Apply' to ensure that children are consolidating phonic knowledge and skills over time and are able to apply them in context. Links between phonics knowledge and understanding are made to learning in both reading and writing. Lessons proceed at pace and incorporate a wide range of practical and interactive learning opportunities to engage the children. Sessions are carefully planned to ensure that children develop skills in aural discrimination and phonemic and rhyme awareness, blending and segmenting as well as grapheme-phoneme correspondence.

Read, Write Inc. is a structured teaching programme and to support the delivery of this in a multi-sensory way, a range of appropriate resources are used. These include practical resources such as an alphabetic code poster, sounds frieze, grapheme tiles, magnetic letters and phonic strips etc., which are used in lessons to create a point of reference. Resources are regularly updated.

### **In Read Write Inc. phonics pupils:**

- ❖ Decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills;
- ❖ Read common exception words on sight;
- ❖ Understand what they read;
- ❖ Read aloud with fluency and expression;
- ❖ Write confidently, with a strong focus on vocabulary and grammar;
- ❖ Spell quickly and easily by segmenting the sounds in words;
- ❖ Acquire good handwriting through the mnemonics for each sound in Read, Write Inc.;
- ❖ Are taught the skills they will need to approach and pass the Phonics Screening Check.

## **Correct articulation:**

Correct articulation is vital in helping children to learn to blend sounds together. We make sure that the sound produced (each individual phoneme) is as precise and accurate as possible and that no additional sounds are added. We actively encourage children to use the short version of sounds rather than elongating them or adding a 'schwa' to the end of the sound. The clearer the sound, the easier it is for a child to blend together (synthesise) the individual sounds to read a word because there are no unnecessary sounds getting in the way.

## **Common exception words**

Children will be taught to read words that are not completely phonically regular. Children need to be taught to read these words on sight, so that they do not have to spend time working them out. Teachers help children to practise their speedy recall of tricky words.

In Read, Write Inc., these are taught within the books that the children read daily. This is supplemented by the children being given groups of these 'Red Words' to learn by sight to support the quicker acquisition of these to support their wider reading. These are assessed on a weekly basis in Reception and Year 1.

## **Multi-sensory approaches**

Multi-sensory learning opportunities featured strongly in high quality phonic work and often encompass simultaneous visual, auditory and kinaesthetic activities e.g physical movement to copy letters shapes and sound or manipulating magnetic or other solid letters to build words. Sometimes, mnemonics, such as a picture of a sun or an apple in the shapes of 's' and 'a', are used to help children memorise letters.

## **Book matching**

We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and the common exception words. This is so they experience success and gain confidence in their reading ability. Re-reading and discussing these books with the teacher supports their increasingly fluent decoding.

On a weekly basis, children will read their linked Read, Write, Inc book or 'Ditty' as a new text to challenge their learning, and their Read Write Inc book they are reading in their groups as an opportunity to improve confidence and fluency. Both books will be read with an adult in school in a 1:1 taught session. The texts the children take home, which are aligned to the phonics teaching in school, are part of the same scheme and are referred to as 'Book Bag Books'.

## **Intervention**

All children have equal access to the phonics curriculum.

We will ensure that phonics is accessible to pupils by:

- \* Setting suitable learning objectives and differentiating work
- \* Responding to the variety of learning styles
- \* Overcoming potential barriers of individuals and groups

Children who still need extra support to develop their phonic knowledge across the EYFS, Key Stage 1 and 2 are targeted for intervention. There are a range of intervention strategies which the school uses and the most appropriate one is selected once children's needs have been assessed. This assessment is carried out by the Read, Write Inc. manager and SENCo.

## **Parents and carers**

We invite parents/carers to an initial meeting and hold workshops regularly to show how they can help with reading at home. We organise repeat meetings for those who do not or cannot attend. We ensure

that parents who cannot attend are signposted to the resources below. We use the resources on the parent page on the Ruth Miskin Training website: <http://www.ruthmiskin.com/en/parents>

## **Impact:**

Assessment is an integral part of teaching and learning and is a continuous process within Read, Write Inc. We strive to make our assessment purposeful, allowing us to match the correct level of work to the needs of the pupils, thus ensuring progress.

## **Assessment for learning:**

We continually assess our pupils during each Read, Write Inc. session. This allows instant reflection on the learning taking place and staff use assessments to plan the next steps in learning. Information for assessment is gathered in various ways: by talking to children, asking questions, observing their work and setting specific tasks

## **Assessment of learning:**

We assess all pupils following Read Write Inc. phonics using the entry assessment. We use this data to assign them to their Read Write Inc. phonics group. This gives us a very good indication of how well they are making progress relative to their starting points. We do this for all pupils, whenever they join us, so we can track effectively.

The attainment and progress of children in phonics is assessed regularly across the year, at least once a term for Read, Write Inc. and more frequently for reading and writing. This allows for the differentiated groups for Read, Write Inc. to be moved on, ensuring continual challenge and progress for the children. At the end of Year 1, children participate in the Phonics Screening Check which assesses their knowledge of grapheme-phoneme correspondence and their skills in blending. This information is submitted to the LA. Those children who do not pass their phonics screening check are identified for further intervention and targeted support before completing the screening check again at the end of Year 2. For children who do not pass a second time, provision is made for them to receive intervention and targeted support in Key Stage 2

## **Age Related Expectations for the end of the school year:**

### **By the end of EYFS children should:**

- ❖ Say a sound for each letter in the alphabet and at least 10 digraphs;
- ❖ Read words consistent with their phonic knowledge by sound-blending;
- ❖ Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words;
- ❖ Spell words by identifying sounds in them and representing the sounds with a letter or letters.

### **By the end of Year 1 children should:**

- ❖ Apply phonic knowledge and skills as the prime approach to reading unfamiliar words that are not completely decodable;

- ❖ Read many frequently-encountered words automatically;
- ❖ Read phonically decodable three-syllable words;
- ❖ Read a range of age-appropriate texts fluently;
- ❖ Say the correct sound to grapheme for all the 40+ phonemes up to Set 3 in Read, Write Inc.
- ❖ Use their phonic skills to decode real and non-real words accurately to pass the Phonic Screening Check.

**By the end of Year 2 children should:**

- ❖ Read accurately most words of two or more syllables;
- ❖ Read most words containing common suffixes;
- ❖ Read and spell most common exception words for year 2;
- ❖ Read words accurately and fluently without overt sounding and blending;
- ❖ Sound out most unfamiliar words accurately, without hesitation;
- ❖ Segment spoken words into phonemes and represent these by graphemes.