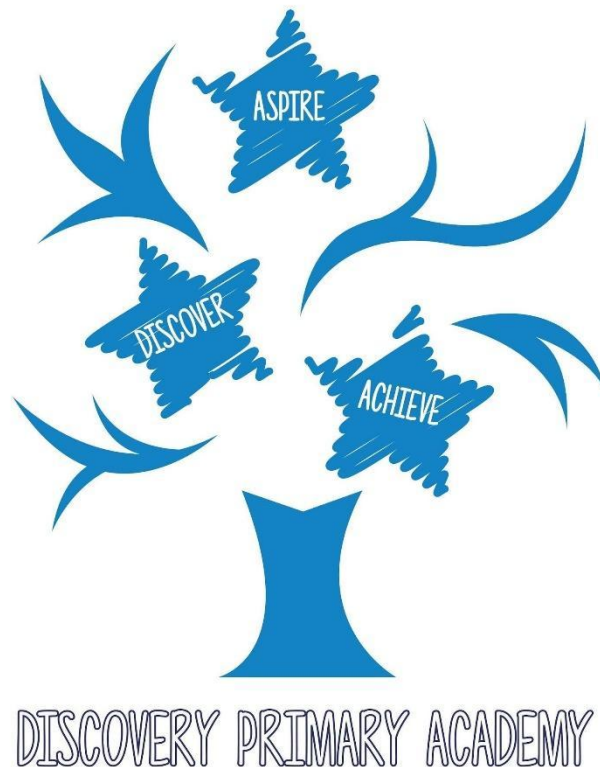


Phonics Policy

Discovery Primary Academy



Approved by:

Local
Governing
Committee

Date: 16/11/21

Next review due by:

Autumn 2024

Amended September 2022

Intent

At Discovery Primary Academy we strive to ensure that all children become successful and fluent readers by the end of Key Stage 1. We believe this is achievable through a combination of strong, high quality, discrete phonics teaching combined with a literature-rich approach that promotes a 'reading for pleasure' culture. We aim for all of the children at DPA to leave school at the end of Key Stage 2 with a passion for reading and to have obtained all of the skills they need to tackle any book of their choosing.

Our Aims:

- To establish a consistent systematic and cumulative approach in the teaching and learning of phonics throughout the school with a focus on quality first teaching.
- To ensure that systematic synthetic phonics (following the Success for All- SFA phonics programme) is the first approach pupils use to help with their reading and writing.
- To have robust assessment procedures to check progress and identify pupils in need of intervention.
- For children to apply their phonic knowledge in their reading and writing across the whole curriculum.
- For children to learn to read and write all 44 graphemes in the English language.
- To encourage the use of segmenting and blending so that decoding skills provide a solid foundation for reading, writing and spelling.

Implementation

We follow the Success for All (SFA) phonics scheme. This is a systematic, cumulative program that is fast paced and engaging. It encourages automaticity through the application of newly learned phonemes coupled with opportunities of revisiting past learning. Phonics lessons are taught daily with opportunities for children to practice their phonemic knowledge within the phonics session but also within the shared reading section of SFA lessons. Through our systematic and consistent approach we aim to develop confident, independent, strategic readers and writers that are prepared for KS1, KS2 and beyond

Phonics in the EYFS

The phonics programme in EYFS starts with phonemic awareness. Children who have a good phonological awareness move easily and productively into reading and writing. Phonological awareness underpins a child's ability to segment and blend words independently. A weak phonological awareness leads to reading failure. In order to prevent this we have implemented a systematic approach to securing phonological knowledge. Before children can make sense of the alphabetic principle they must understand that sounds are paired with letters and are the same as the sounds that make up speech. By teaching phonemic awareness we aim to accelerate reading and writing growth. We systematically teach seven core skills to develop phonemic awareness during the first half of the autumn term. These are:

1. Listening	To sharpen children's abilities to attend selectively to sounds.
2. Rhyming	To use rhyme to introduce the children to sounds of words.

3. Words and sentences	To develop children's awareness that language is made up of strings of words.
4. Awareness of syllables	To develop the ability to analyse words into separate syllables and to develop the ability to synthesise words from a string of separate syllables.
5. Initial and Final sounds	To concentrate on the first and last phoneme in a word and discover how it sounds when spoken in isolation.
6. Phonemes	To segment words into individual phonemes.
7. Letters and Spelling	To map sounds on to letters. During this skill children will start Phase 2 phonics.

Children will start systematic and cumulative SFA phonic sessions during Autumn term 1. They begin by learning 24 phonemes and are taught 4 phonemes per week with consolidation on the fifth day. Phonemes are taught in four week blocks followed by a consolidation week until all single grapheme phoneme correspondences (GPC's) have been learnt. Vowels digraphs are taught over a week in order to secure knowledge. Two common exception words are also introduced each week and tricky parts of the words are discussed. These words will be applied later in the reading part of the session.

Phonics sessions follow a consistent daily structure whereby children are able to apply previously learned GPC's in reading through the use of a partner practice booklet. The introduction of collaborative learning is an essential part of the session and allows every child to participate.

It is important that children don't simply just know their phonics but can apply that knowledge to the skill of reading itself. In the SFA phonics programme children apply their developing phonics knowledge and skill by reading Shared Readers. These are carefully aligned to the phonics lessons and allow children to practise reading the new and recently taught GPC's as well as the common exception words.

Assessments are ongoing to enable reading books to be closely matched to phonic knowledge. Gaps in children's phonological knowledge are identified and planned for in either whole class teaching or through intervention. Initially, children are taught phonics in their classes but are then grouped according to ability, to allow for specific areas of need to be met.

Phonics in Year 1

Children continue to learn synthetic phonics using SFA phonics, following the letters and sounds sequence. Phonics sessions are part of the structure of an SFA lesson and are taught daily. During these sessions the children will be taught phonemes in the specific order. Digraphs are taught over one week and incorporate both reading and spelling. Each session has a familiar format. The session begins with phonemic awareness through hearing previously taught phonemes in words. Previously learned graphemes are revised with the children. Each grapheme has it's own sentence and action to act as a memory jogger. Children then apply their phonological knowledge in reading words made up of previously learned graphemes and this is aided through the use of a partner practise book. A new grapheme/phoneme is taught and children practise reading this with their partner in the partner phonics booklets and then spelling using the new grapheme. The frequent repetition of past

learning promotes automaticity and accelerates progress. This new and previously learned phonemic knowledge is then practised and applied in reading using shared readers.

Phonics in Year 2

Upon entering year 2, most children have a strong understanding of most phonemes taught, so the programme focuses on revision and application. Lessons follow the same format as Year 1; alongside discrete teaching- the children are given opportunities to write words and sentences to apply the taught sounds and to begin to make comparisons between phonemes that sound the same, but are spelt differently, e.g. see and sea. As the children move on from the 'Phonics and Shared Readers' programme to 'Wings' the lessons will also include spelling sessions. These focus on word families, spelling patterns and understanding how to select the correct sounds. Wings books give the children a chance to apply their phonic knowledge in 'real' books, which provides context to what they are reading.

Phonics in Key Stage 2

Children who are new to English will receive phonics lessons as part of their SFA lesson. There is a dedicated group to support children who are new to English and who will need to catch up with phonics. There may also be children in KS2 who are still finding phonics difficult. They will also access phonics sessions as part of their SFA lessons. Phonics sessions in KS2 will follow all the principles and practices as set out above. Throughout the school, phonics is a priority for all of our children. All efforts are made to support children with their learning,

Classroom environment

In the EYFS and KS1 teachers will develop phonics displays within their classroom which focus on the phonemes and key words they have been concentrating on in their phonics sessions, including SFA phoneme cards and red and green words from the shared stories. There will be regular opportunities for pupils to engage with these phonics displays and activities in order for them to reinforce their learning from the daily session and for 'over learning' to happen.

Impact

Children's progress in developing and applying their phonics knowledge is carefully assessed and monitored using an ongoing tracking document- which moves on with the children year on year. Teachers use daily phonics sessions to monitor children's progress and assess children through their writing and reading. The English Leads will collect in data from these assessments each half term to identify the progress children are making throughout the school. It also allows teachers to identify gaps in learning within their class enabling these areas to be addressed.

All children in year 1 will undertake the National Phonics Screening Check in the Summer term. This assessment is 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. The words in this assessment will gauge the understanding of the children's understanding of the phonemes/graphemes learned 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 Year 2 and will be able to repeat the assessment in the summer of year 2. 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 Year 2 then phonics teaching

and learning will be continued into Key Stage 2. At this point, the child will also be monitored by the SENCo to assess for additional needs.