



WHERE STARS SHINE

PHONICS POLICY

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1. Aims and Objectives

The aims of phonics teaching are to enable children to:

- Apply the skills of blending phonemes to read words.
- Learn that blending and segmenting words is a reversible process.
- Decode texts effortlessly so all their resources can then be used to comprehend what they are reading.
- Read tricky and common exception words that do not conform to regular phonic patterns.
- Read texts and words that are within their phonic capabilities as early as possible.
- Spell effortlessly so that all their resources can then be directed towards composing their writing.

2. Outcomes

By THE END OF Key Stage 1, the vast majority of our pupils can read aloud age-appropriate texts accurately and with sufficient speed. This means that we can then focus on developing their comprehension, preparing them well for transition to Key Stage 2. Their good decoding skills mean that they have a sound strategy for decoding unfamiliar words when they come across them at whatever stage or in any subject across the curriculum.

3. UNITED NATIONS COVENTION ON THE RIGHTS of the CHILD

- ARTICLE 1 Everyone under the age of 18 has all the rights in the Convention
- ARTICLE 2 The Convention applies to every child whatever their ethnicity, gender, religion, abilities, whatever they think or say, no matter what type of family they come from.
- ARTICLE 4 Governments must do all they can to fulfil the rights of the child.
- ARTICLE 28 Education. The child has a right to education, and the State's duty is to ensure that primary education is free and compulsory, to encourage different forms of secondary education accessible to every child, to make higher education available to all on the basis of capacity and to ensure that school discipline is consistent with children's rights and dignity. The State shall engage in international cooperation to implement the right to education.
- ARTICLE 29 Education shall aim to develop the child's personality, talents and mental and physical abilities to the fullest extent. Education shall prepare the child for an active adult life in a free society and shall foster in the child respect for his or her parents, for his or her own cultural identity, language and values, and for the cultural background and values of others.



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4. P4C

P4C is embedded in Phonics through the 4C's (Creative thinking, Collaborative thinking, Caring thinking and Critical thinking). Pupils are given opportunities to use these thinking skills that they have developed in P4C sessions to challenge what they already know and explore more complex ideas further.

5. Teaching and Learning Style

Phonics is taught discreetly at Severnbanks on a daily basis and lessons last up to 30 minutes. At Severnbanks School we make phonics an enjoyable learning experience. We use the Rising Stars scheme, Rocket Phonics which blends phonics teaching whole class guided reading, written tasks and handwriting. Pupils have access to a variety of resources that are interactive, engaging and promote a love of reading and writing. Pupils are taught in whole class groups and then supported in small groups as well as having the opportunity to complete some tasks independently.

There are children of differing abilities in all classes at Severnbanks School. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We aim to provide equal access to phonics for those children with Special Educational Needs and those pupils who are very able and require extension activities through small group work, through the support of teaching assistants (where available) and the class teacher and through differentiated activities.

6. Phonics Planning

We use the Rising Stars scheme, Rocket Phonics as a structure to our teaching. This ensures that staff have a clear understanding of the progression as well as how to support those pupils who are not working at ARE (Age Related Expectations). We carry out the curriculum planning in phonics in three phases (long-term, medium-term and short-term) using the Rising Stars scheme, Rocket Phonics.

Early Years Foundation Stage

Literacy - a Specific Area of Learning and Development

Literacy: Reading and Writing

From the Nursery class and through into Reception, staff provide opportunities for children to orally discriminate between different sounds, to hear, say and link sounds to their corresponding letter in order to begin to learn to read. Staff use a variety of listening activities delivered by the class teacher and then with a follow up activity to consolidate/extend the learning. Children are encouraged to use their phonic knowledge to decode regular words and to read them aloud accurately. From the start of Reception, we systematically introduce a bank of High Frequency Words, some of which are decodable whilst others are irregular. These



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are displayed and referred to in school and are sent home for the children to rehearse and consolidate when staff feel that pupils are ready. As their phonic knowledge develops, they are encouraged to write words in ways that match spoken sounds.

7. The Contribution of Phonics to Teaching in Other Curriculum Areas

Pupils are encouraged to use their phonic knowledge to decode unfamiliar words when reading in any subject that they learn at Severnbanks Primary School. When writing in English and foundation subject lessons pupils use their phonic knowledge and understanding to spell unknown words. They are then encouraged to segment and blend the word that they have written to ensure that they have used the correct phonemes. Pupils also have access to sound cards (these are differentiated) so that they can ensure that they have the correct phoneme / grapheme correspondence. Pupils also have access to tricky word and common exception word cards to ensure that they are able to check these spellings during written activities in any subject area.

8. Teaching Phonics to Children with Special Needs

We teach phonics to all children, whatever their ability, in accordance with the school curriculum policy of providing a broad and balanced education to all children.

The learning of those pupils who are not working at ARE in phonics is well supported. There are a variety of intervention groups run by class teachers and teaching assistants in all year groups including Key Stage 2.

- Teachers provide learning opportunities matched to the needs of children with learning difficulties. Work in phonics takes into account the targets set for individual children in their My Plans/My Plans +. Teachers provide help with phonics through:
- teaching phonics using the appropriate level in the Rocket Phonics scheme;
- using a variety of activities using materials in different formats that use both digital resources and task books
- story based learning that provides opportunities for speech and language development
- Children with special needs may be assessed by the SENCo if appropriate. Teaching Assistants work with targeted children on specific interventions for 6 week blocks.

9. Assessment and Recording

Teachers assess the pupils' learning on a termly basis using different assessment materials. These include INSIGHT tracker online. Staff use this information to inform planning, activities, interventions and where appropriate, My Plan (+) targets.

Year 1 (and some Year 2) pupils take the Phonic Screening Check in June of each year. Pupil progress in Year 1 is closely monitored by the class teacher and phonics lead. Intervention



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strategies are put into place for pupils who are not working at ARE if the class teacher feels that they are needed.

Class teachers in EYFS and Key Stage 1 complete phonics trackers on a termly basis. The phonics lead then takes in this information to analyse it to ensure that good progress is being made in all year groups.

Children in all year groups from Years 2 – 6 are given their age related spellings and tested on these each term in line with the National Curriculum.

10. Resources

There are a wide range of resources on offer to all year groups that discreetly teach phonics. These resources are also available to any member of staff who teaches phonics as a small group or 1:1 intervention.

These resources include all of the online resources provided by Rocket Phonics, 12 different pupil workbooks and a range of concrete resources.

Phoneme / grapheme cards are found in all EYFS, KS1 and lower KS2 classrooms as well as intervention groups. Pupils also have access to spelling charts and sound cards in all lessons. All EYFS and KS1 classrooms have a phonics working wall (these include phonemes and graphemes, tricky words and common exception words) and pupils are able to use these to support their learning in all subject areas.

11. Monitoring and Review

Monitoring of the standards of the children's work and of the quality of teaching in phonics is the responsibility of the Phonics Subject Leader and supported by the SLT. The work of the Subject Leader also involves supporting colleagues in the teaching of phonics, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The Subject Leader gives the Headteacher an annual summary report in which she evaluates the strengths and weaknesses in the subject, and indicates areas for further improvement. The leader has specially-allocated management time to review assessment in order to set curriculum targets. Book and planning scrutinies are carried out and children are interviewed to assess the impact of teaching.

**This policy is available on the school website: [Severnbanks Primary School - Policies](#)
Paper copies are available on request from the School Office.**