



PHONICS POLICY



Autumn 2018



“Shine like a lantern in the presence of the Lord.”

Contents

INTRODUCTION.....	3
AIMS.....	3
TEACHING AND LEARNING.....	3
EYFS.....	3
KS1	3
ASSESSMENT.....	4
EYFS ASSESSMENT:	4
KS1 ASSESSMENT:	4
APPENDIX 1	5

INTRODUCTION

In 2006 Jim Rose completed an independent review into the theory of early reading. The 'Rose Review' report highlights the importance of teaching phonics, he states that should be taught systematically and discretely. He goes on to explain that this should be the prime approach in the teaching of early reading.

Phonics at St Bede's Catholic Primary School follows these principles and strategies to ensure that children get off to the best start in their reading journey.

AIMS

At St Bede's we aim to:

- To ensure the delivery of phonics is of high quality and is systematic as outlined in the Rose Review.
- To ensure there is a consistent approach to the teaching of phonics in a discrete session throughout the school.
- To give all children the most enriching phonics sessions allowing them to apply their phonic knowledge to both reading and writing.
- To differentiate the teaching of phonics to enable outstanding progress to be made by all children.

TEACHING AND LEARNING

At St Bede's Catholic Primary School we follow the 'Letters and Sounds' programme which suggest a fast pace approach to the teaching of phonics:

Introduction – lesson objective

Review and revisit

Teach

Practise

Apply

Assess learning against criteria

This is a fully implemented at our school to ensure a clear and consistent structure is effective in every classroom.

EYFS

In the EYFS our phonics is taught in a discovery based way. This follows the Letters and Sounds format:

Review and revisit

Teach

Practise

Apply

Assess learning against criteria

The order in which sounds are taught are in line with the Letters and Sounds programme – at the end of each week we recap all of the sounds and apply the correct formation for the letter sounds - based on the whole school Nelson Handwriting Scheme (see appendix 1 for order).

KS1

In KS1 the children are starting at phase 5 (based on the Letters and Sounds Programme – see appendix 1).

We review and revisit all of phase 2 and 3 sounds before streaming the children based on how confident they are with these sounds.

The children are put into sets:

- Set One – recapping of phase 2 and 3 sounds
- Set Two – Moving onto phase 5 (but recapping phase 2 and 3 at the start of each session)

Children who are identified as needing intervention will begin this as soon as possible and parents will be informed.

ASSESSMENT

EYFS Assessment:

Children are assessed every half term in Reception, they will be assessed based on the sounds they know and their ability to blend the sounds together to read words.

Parents will be fully informed as to this progress in their reading record books.

At the end of the year a final assessment will be carried out which will be passed onto the KS1 staff.

KS1 Assessment:

Children will be assessed every term in KS1 to ensure that there are no gaps in learning.

At the end of Year 1 there is a statutory assessment which takes place in the summer term. Any child who does not pass the assessment will retake the test in Year 2 and the parents will be informed.

Phase 2 order

s a t p i n m d g o c k c k e u r h b f f l l s s

Phase 3 order

j v w x y z z z q u c h s h t h n g a i e e i g h o a o o o a r o r u r o w o i e a r a i r u r e e r

Phase 5 order

a y o u i e e a o y i r u e a w w h p h e w o e a u a - e e - e i - e o - e u - e

Key Vocabulary

Phoneme – a single unit of sound

Grapheme – a letter or number of letters that represent a sound in a word

Diagraph– two letters that make one sound

Trigraph – three letters that make one sound

Split diagraph – a-e e-e i-e o-e u-e - this is where a digraph is split by a consonant. It then becomes a split digraph.

Blend/blending – this is where you sound out every grapheme in the word, then ‘blend’ the sounds together to read the word

Segment – sounding out every grapheme that you hear to help you write a word phonetically

Sound buttons – putting a sound button under every grapheme

Robot arms – moving your arms like a robot for every grapheme