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Phonics Policy

What is this policy for?

This policy sets out how we teach phonics in line with the legal requirements of the National Curriculum 2014. It describes how our provision for phonics equips children with the building blocks they need to become successful readers and spellers.

The vision for phonics

At Hutton CE Primary, we believe that an early rich phonetic environment immerses children in the key skills they will need to become fluent readers and writers. Through games, songs and visual aids, phonics is embedded throughout the school.

When is phonics taught and learned?

The minimum entitlement for phonics learning for children in Early Years and KS1 is a discrete 20 minute daily lesson. Phonic learning continues in other areas of the English curriculum throughout the day. In KS2, children continue with their phonic learning as needed.

How is phonics taught and learned?

Phonics is a statutory aspect of the reading part of the Primary National Curriculum and is embedded throughout our English curriculum. In reading, children are taught how to recognise phonemes, decode words by segmenting and blending them to recognise sight words. In writing, children learn how to use their knowledge of phonemes to segment words in order to spell them. They are also taught spelling rules and strategies. These skills are used throughout other subjects.

What do we learn in phonics?

At Hutton CE Primary we follow Letters and Sounds (DFES 2007). This is divided into six phases. Children in Reception work on Phase 2 and by the end of Year 2, children have completed Phase 6. Each 20 minute lesson is structured using: Review – Teach – Practice – Apply – Assess. Spelling and grammar requirements from the National Curriculum 2014 for each year group are linked to the Letters and Sounds document. This is taught alongside phonics, ensuring a wide range of provision.

How do we measure success in phonics?

Formal statutory assessment takes place at the end of Year 1 with the Phonics Screening Check. Teachers and LSAs are aware and trained for this process to ensure that phonics provision equips children for this assessment and for Year 2. Children continue with Phase 5, consolidating alternative spellings and pronunciations and move on to Phase 6. Children who failed the Phonic Screening Check at Year 1 are taught in an intervention group as well as taking part in daily whole class phonics. These children retake the Screening Check at the end of Year 2.

Assessment takes place daily, weekly and termly to inform planning and intervention or challenge groups. Class teachers pass this data on to new teachers at the end of each year. This ensures progression throughout the whole school. The English Subject Leader keeps records relating to each class which monitor children working at, above or below age expectation. This is on-going throughout the year.



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The Phonic Screening Check is implemented under the guidance of the Standards and Testing Agency. Staff are trained prior to testing and moderated during testing to ensure consistency. Parents of Y1 and Y2 children taking the Phonics Screening Check are informed of their child's test result.

Monitoring and Evaluation

The English team will monitor the standards of teaching and learning. This will occur through a range of activities of monitoring planning, observation of lessons, work sampling and pupil interviews.

Information gathered is shared with the leadership team and through the link governor for English.

Resources

Phonics letters and sounds kits have been purchased to assist with the teaching of phonics. They are stored centrally in the KS1 library. In addition an online programme called phonics play is also used.

Safety and risk

All volunteers who come in to hear children read are DBS checked and read in an area where they can be seen by the class teacher.

Care is taken to promote a safe learning environment where taking risks is promoted.

Community involvement and collaborations

Information evenings on phonics are held for parents twice a year. Parents and families are also invited into lessons to take part in their children's learning. Links to Letters and Sounds resources are available on the school website. Appropriate reading books are sent home so that children can share their reading with their families. Volunteers from the community come into school to hear children read.

Policy written: December 2020

Policy review: February 2022

Ratified by the Local Governing Body and signed by chair or vice-chair: