



Anchorsholme Academy Phonics Policy



Adopted by Governors/HT: HT
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Person responsible for policy: Mrs C Lang

Anchorsholme Academy Phonics Policy

This policy should be read in conjunction with the following policies:

- Teaching and Learning
- English
- Spelling
- SEND
- Feedback

Our Intent

*At Anchorsholme Academy our curriculum fosters a sense of belonging and the desire for our school family to be **curious, confident, communicative** and **collaborative** learners. Our intent is that children leave our school as resilient, motivated lifelong learners with high aspirations for their future.*

Curious – having a thirst for knowledge

Confident – being resilient and demonstrating a growth mind-set and self-belief

Communicative – vocabulary and interaction is the key to learning and understanding

Collaborative – ability to work together respectfully and effectively towards a common goal

At Anchorsholme Academy, our aim is to provide pupils with a Phonics curriculum which enables them to:

- Gain a progressively deeper understanding of the phonetic structure of the English language
- Apply their phonic knowledge and skills to decode unfamiliar words fluently and accurately
- Read rapidly to apply what they have learned across the whole curriculum
- Become fluent readers, confident speakers and adventurous writers; and
- Develop a life-long love of reading.

Objectives

- To teach children aural discrimination, phonemic & rhyme awareness
- To teach children to segment and blend unfamiliar words
- To plan for repetition and consolidation, so that spelling and reading becomes automatic and independent
- To ensure children are able to read and write all 44 graphemes in the English language
- To teach children strategies to help them remember tricky words
- To ensure that the teaching of phonics is fun, lively and engaging.; and
- To encourage children to apply their phonic skills in all curriculum areas.

Teaching and Expectations

At Anchorsholme Academy, Phonics is taught using a systematic, synthetic phonics programme delivered through Success for All (SfA). Phonics sessions are:

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

Our children are provided with a variety of opportunities to develop and extend their phonics skills in EYFS and Key Stage 1. This is continued into Key Stage 2, where necessary, to support those children who do not yet have the phonic knowledge and skills required. Discrete phonics lessons take place daily across EYFS and Key Stage 1 as part of daily SfA sessions. They follow the cycle of 'Assess, Teach, Practise, Apply' to ensure that children are consolidating phonic

knowledge and skills over time and that they are able to apply them in context. Consequently, wherever possible, links between phonics knowledge and understanding are made to learning in both Reading and Writing. These lessons proceed at pace and incorporate a wide range of practical and interactive learning opportunities to engage the children. These learning opportunities are carefully chosen to ensure that children develop their skills in aural discrimination, phonemic and rhyme awareness, blending and segmenting as well as grapheme-phoneme correspondence.

Daily phonics teaching includes opportunities for pupils to listen to high quality modelling of reading using new and known phonemes and the oral segmenting of words to model spelling. Pupils are taught to segment sounds in words and staff use sound buttons and lines to visually distinguish between phonemes in written words. This strategy is also used to support children in making accurate spelling choices when writing.

Classroom displays and supporting materials reflect our pupils' growing phonic knowledge. Alphabet strips, wall friezes and table top sound mats all mirror the SfA phonics programme.

SfA Phonics Lessons Non-Negotiables

Lessons will follow the SfA systematic, synthetic phonics programme as outlined in teaching manuals 1-3:

- All lessons start with a clear learning objective which is linked to the GPC that the group are working on.
- The learning objective will be shared i.e. *'Today we are learning...'*
- The learning objective will specify if the phoneme is a 'reading' focus (blending) or a 'writing' focus (segmenting). This will be covered throughout the week so the children can investigate and explore both aspects in and out of context.
- Success criteria will be shared with the group.
- New phonemes will be taught using the correct articulation and terminology and all children will use this terminology in their learning e.g. phonemes, digraphs, trigraphs, split-digraph etc.
- At the start of every lesson, phoneme flashcards are used as a quick warm up to refresh and rehearse previous sounds. This will be differentiated for each ability group. Phoneme flashcards can also be used throughout mini-plenaries and independent learning when children are practising phonemes.

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. For instance, the sound /m/ that starts 'mother' or is embedded in 'impress' needs to sound /mmmm/ and not /muh/. 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.

SEND

Pupils with special educational needs and disabilities are able to access daily phonics lessons at an appropriate level as part of the SfA programme. Individual targets are set for pupils with learning gaps and these are reviewed in line with the phonics assessment and SEND review timetable.

There are a range of SEND intervention strategies that the school provides and the most appropriate strategy is only implemented once a child's needs have been assessed. Resources to support phonic knowledge are shared with parents to support pupils' learning at home. Pupils with SEND are able to access the SfA Fast Track phonics programme which includes multi-sensory, active phonics activities to consolidate learning at an appropriate pace and in smaller teaching groups. Home reading materials are chosen to support each pupils' phonic knowledge and are selected from the Oxford Reading Tree scheme including Project X for older pupils.

Age Related Expectations for the End of the School Year

By the end of EYFS children should:

- Read and understand simple sentences
- Use phonic knowledge to decode common words and read them aloud accurately
- Confidently read by sight the Stage 2 and 3 common exception words
- Use phonic knowledge to write words in a way which matches how the sounds are said; and
- Write some irregular common words.

By the end of Year 1 children should:

- Apply phonic knowledge and skill 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
- Demonstrate understanding of age-appropriate texts
- Read decodable words that end –s, –es, -ing, -ed, -er, -est; and
- Say the correct sound to grapheme for all the 40+ phonemes.

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 and without hesitation; and
- Segment spoken words into phonemes and represent these by graphemes.

Assessment

Assessment for Learning:

We continually assess our pupils and record their progress. Information for assessment is gathered in various ways for example by talking to children, asking questions, observing children's work, setting specific tasks etc. Teachers use this assessment information to plan further work and set new targets.

Assessment of Learning:

Pupils' phonic knowledge and their ability to blend sound to read words are assessed each half term using the SfA Individual Phonics Assessment Record and Roots reading assessment. This information is used to group pupils appropriately for daily phonics teaching and SFA reading sessions. These records are passed through school with the child to inform teaching and potential interventions.

In the last half term of Year 1, pupils take the National Phonics Screening Check (PSC). Those pupils that do not reach the benchmark pass rate in Year 1 receive additional phonics support in Year 2 and retake the PSC in the last half term of Year 2.

Organisation of Phonics

The English and Phonics Subject Leaders are responsible for Phonics through the school. This includes:

- Ensuring continuity and progression from year group to year group and the transition from each phase
- Providing all members of staff with guidelines and non-negotiables to show how aims are achieved and how the variety of all aspects of phonics is to be taught
- Advising and supporting colleagues in the implementation and assessment of phonics in their phase of the school
- Assisting with the requisition and maintenance of resources required for the teaching of phonics, within the confines of the school budget; and

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- Monitoring the quality of teaching and learning in phonics across the phase of the school.

The class teacher is responsible for:

- Developing and updating skills, knowledge and understanding of phonics
- Ensuring progression in the acquisition of phonic knowledge and skills with due regard to the National Curriculum for English and the non-negotiables for each phase
- Planning effectively for phonics, liaising with phonics leader when necessary
- Identifying needs in phonics and adapting planning to suit all children
- Keeping appropriate on-going assessment records; and
- Informing pupils and parents of their progress, achievements and attainment.