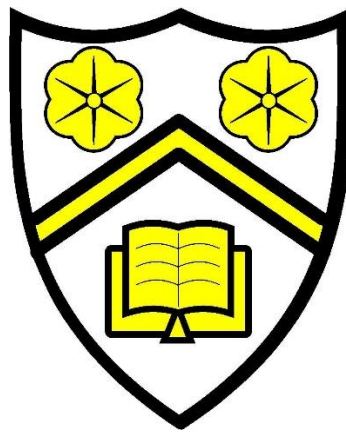


Whitehill Community Academy

Phonics Policy



Name of Policy Writer/Amendments	Date Written/Amended	Next Review Date
Mrs C. Farrar / English Team	September 2021	September 2022



Phonics Policy

“Opening minds, unlocking potential, celebrating success together”

Rationale

At Whitehill Community Academy we believe that the teaching of phonics is vital throughout the EYFS, KS1 and KS2 in order for children to become competent readers and writers. This policy outlines the organisation, management and teaching of phonics. Teaching phonics at Whitehill Community Academy is having a big impact on children’s learning to decode (read), encode (spell) and handwrite correctly. Phonics is recommended as the first strategy that children should be taught in helping them to learn to read, spell and write. It runs alongside other teaching methods such as formal reading and vocabulary lessons, class reads and 1:1 teaching sessions with the class teacher. This helps children develop all the other vital reading skills such as comprehension and hopefully gives them a real love of reading.

What is Phonics?

Phonics is a method of teaching children to read by correlating sounds with symbols in an alphabetic writing system. Words are made up from small units of sound called phonemes. Phonemes are the sounds, which are made by blending letters to correspond to the spoken word. Graphemes are the written equivalent of phonemes. Phonics teaches children to be able to listen carefully and identify the phonemes that make up each word (sound to print) and being able to decode the phonemes within a word (print to sound). This helps children to learn to read and spell words. Phonics also teaches children digraphs (a combination of two letters representing one sound, as in *ph* and *ey*.) and trigraphs (a group of three letters representing one sound, for example *igh*.)

Aims and Objectives:

- To enable children to decode and encode words with the expectation that they will become fluent readers, having secured word building and recognition skills.
- To ensure that children are taught high frequency words that do not conform to regular phonic patterns (“tricky words”/RWI red words).
- To ensure that children have opportunities to read texts and words that are within their phonic capabilities as early as possible whilst still providing an element of challenge.
- To encourage the children to attempt to spell words for themselves, within the range of their phonic knowledge, and encourage them to use strategies to attempt unfamiliar words making constant reference to Ruth Miskin rhymes.
- To help the children to apply the skill of blending phonemes in order to read words.
- To help the children to segment words into basic phonemes in order to spell and write words.
- To learn that blending and segmenting words are reversible processes.
- To follow Ruth Miskin’s Read Write Inc. phonics programme throughout the EYFS and KS1, progressing onto the Ruth Miskin RWI Spelling programme from Years 2 to 6.

Delivery of Phonics

At Whitehill we follow Ruth Miskin’s Read Write Inc. phonics programme. Read Write Inc. aims to teach all children to read accurately and fluently with good comprehension. The children learn to form each letter, spell correctly, and compose their ideas step-by-step to build their speaking and listening skills as well as preparing children for learning to read and write by developing their phonic knowledge and skills. It sets out a detailed and systematic programme for teaching phonic skills for children starting by the age of five, with the aim of them becoming fluent readers by age seven.

Teaching and Learning of Phonics and Spelling in EYFS, KS1 and KS2:

Nursery

The children in Nursery will be introduced to the Read Write Inc. Set 1 sounds. These include the 'bouncy' and 'stretchy' consonant sounds and the 'bouncy' vowel sounds. Staff will use Read Write Inc. rhymes and picture sound cards to introduce the sounds to the children, who will be encouraged to say the sound, read the sound, review sounds, air-write letters and eventually begin to blend CVC words using 'Fred Talk'.

Reception

In Reception, the children continue to practise Set 1 sounds focusing on their blending skills during their daily 30-minute phonics lessons. When ready, they are introduced to the Read Write Inc. red ditties. These are short sentences that build up into short stories and focus on the blending of Set 1 sounds. Once confident, the children will be introduced to Set 2 sounds and move onto reading green and purple ditties towards the end of Reception.

Year 1

Children entering Year 1 will start the year by consolidating their knowledge of all Set 2 sounds and when ready, will be introduced to Set 3 sounds. The children will access daily one-hour phonics lessons and continue to be taught using the ditty storybooks (pink to yellow) to support their reading, writing and comprehension skills.

Year 2

Once the children reach Year 2, they will continue to develop their reading fluency, pace and comprehension skills using the Read Write Inc. blue and grey ditties to support this. Once this is achieved, the children will progress onto the Read Write Inc. spelling programme where they will be introduced to spelling rules, including prefixes and suffixes, doubling and dropping letters, silent letters, alternative pronunciations etc.

Years 3, 4, 5 and 6

The children in KS2 will complete regular spelling lessons in accordance with National Curriculum requirements following Ruth Miskin's Read Write Inc. Spelling programme. The programme provided year-group specific online resources and lesson ideas that can be used to support the teaching of spelling. For struggling learners, earlier phonics is taught through regular intervention.

Assessment, Recording and Monitoring

Children's progress in developing and applying their phonic knowledge is carefully assessed and monitored. Teachers use daily phonics sessions to monitor children's progress and assess children through their reading and writing. The children progress through the Read Write Inc. programme once they are confident in each stage. The Reading Leader will carry out regular half-termly assessments to ensure that children are being taught at the right level, re-grouping children according to their phonics knowledge.

Children who are identified as struggling learners will be targeted for RWI one-to-one phonics tuition daily to ensure that they make rapid progress to catch up.

Alongside the RWI programme, children working below their age-related expectations may take part in other interventions based on Hornets, the 'Toe by Toe' programme and Literacy Box comprehension cards. Interventions will be delivered by year group Teaching Assistants, learning mentors and support staff.

In addition, Year 1 children will take the phonics screening check. This assessment will confirm whether individual pupils have learnt phonic decoding to an appropriate standard. If a child does not reach the

appropriate standard, then additional support will be put in place in order for the child to make accelerated progress with their reading and writing.

The children who have been identified as insecure in Year 1 will be tracked, targeted and re-checked in Year 2.

In Key Stage 2:

- Teachers will analyse pupils' writing to assess the phases that children are working at and Word Work should be taught explicitly and regularly to all pupils linked to their spelling tasks. This is not just about phonological work and spelling patterns. Children need to be taught explicitly about the structure of words (morphology) to guide their spelling, e.g. that 'richness' belongs to a whole group of words ending in '-ness' and this ending is always spelt with a double 's'.
- Teachers should be aware of the value of over-learning, i.e. revisiting and practising words. Little and often is the most effective method and linking phonics revision to cross-curricular work.
- In Years 3, 4, 5 and 6 children's spelling lists should include common tricky words and mistakes derived from current work as well as words that reflect the word work currently being taught. Year group statutory spellings can be found in Appendix 1 of the NC.
- It is essential that spelling lists relate to specific teaching. The list of spellings to be learned should be a maximum of twenty words long. These can be differentiated for the differing abilities.

Health and Safety

As specified in the Whitehill Health and Safety Policy, children will be made aware of the need to use equipment carefully.

Equal Opportunities

As specified in the Whitehill Equal Opportunities and the Inclusion Policies, all children and staff will be respected as individuals and provision made according to any needs which should be met.

Role of the Coordinating Team

The coordinating team will have responsibility for:

- Up-dating policies.
- Writing and updating the Subject Action Plan.
- Monitoring and evaluating teaching and learning through work scrutinies, planning examples and lesson observations.
- Checking and purchasing resources (where applicable).
- Meeting as Curriculum Teams to manage subject development and check subject coverage.

Role of Governors

The governors with curriculum responsibility will be involved in monitoring policies, action plans and will be encouraged to observe their subjects being delivered.

Date of implementation:	September 2021
Date of next review by Governing Body:	September 2022
Team responsible for writing/review:	Lead Teacher (Mrs Charlene Farrar)/English Team
Linked to:	SDP, Subject Action Plan