



Snitterfield Phonics Policy

This policy contains the aims and working practice for Phonics at Snitterfield Primary School.

Phonics Lead teacher: M Findlay

Policy agreed by staff:

Policy agreed by governors:

Date:

Policy to be reviewed:

Introduction

At Snitterfield Primary School, we believe that early, effective phonics teaching and learning is essential for achieving high attainment in reading and writing. Additionally, children's confidence with phonics is integral to the curriculum and is used in all subjects. Achievement in this area benefits every area of pupils' development and the school as a whole.

This policy is aimed at reinforcing a consistent, high quality approach to the teaching of phonics across the Early Years Foundation Stage (EYFS), Key Stage One and on into Key Stage two for children who require further support.

Aims

- To teach children aural discrimination, phonemic awareness, alliteration and rhyme to aid reading, writing and spelling development.
- To encourage the use of segmenting and blending so that decoding skills provide a sound foundation for reading, writing and spelling.
- To ensure that the teaching of phonics is lively, interactive and inclusive.
- To enable children to use their phonological awareness across the curriculum.
- To ensure that children know the 44 phonemes within the English language.
- To teach children to recognise the graphemes within words and associate them with the appropriate phoneme when reading.
- To provide children with strategies to identify and decode Common Exception and High Frequency words.

Objectives

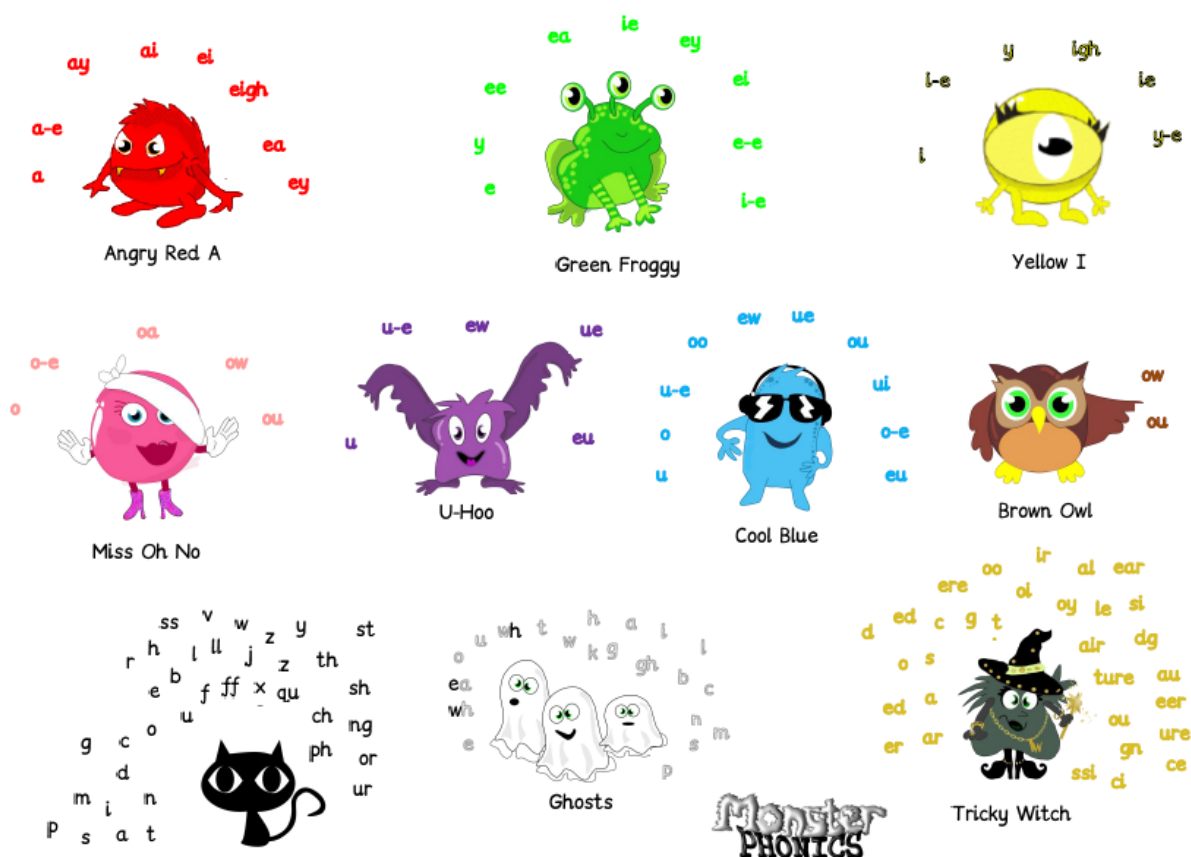
- To provide consistent, high quality phonics teaching that ensures all children have a strong foundation upon which to tackle the complexity of reading and writing.
- To ensure that teaching of synthetic phonics is systematic and progressive throughout the Foundation stage, Key Stage One and Key Stage Two for those children needing interventions to support phonemic knowledge and understanding.
- To ensure that children have a sound phonetic knowledge, understanding and skills so that they can decode words with confidence and engage with higher order reading and writing skills.

Teaching and Learning

At Snitterfield Primary School we use Monster Phonics as a whole-class scheme. 'Monster Phonics' is a rigorous, systematic synthetic programme developed by Ingrid Connors, a primary teacher, phonics specialist and audiological scientist. All of the resources within the programme are mapped against the Letters and Sounds phases 1 to 6 and the KS1 Spelling Curriculum.

Monster Phonics uses colour to consistently code for key graphemes in English. Colour shows children how to pronounce the most difficult aspects of reading. It uses character (monster) phoneme cues and colour coding to represent the long vowel sounds, silent letters and tricky letters.

This system aims to accelerate learning to read and spell by using sound and audio-visual cues (monsters). The multi-sensory scheme supports a variety of learning styles. Visual learners benefit from the visual memory of colour in words. EAL learners have pronunciation support for every word that they learn. It highlights the existence of the open syllable spelling of long vowels A, E, I, O and U, such as in be, no, apron, open, me which many young learners misspell. The multi-sensory approach makes spellings more memorable.



Phonics

Phase 1 concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work which starts in Phase 2. The emphasis during Phase 1 is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills. Teaching and learning of Phase 1 is covered using Letters and Sounds.

Phase 1 is split into seven aspects. Each aspect contains three strands:

- Tuning in to sounds (auditory discrimination),
- Listening and remembering sounds (auditory memory and sequencing)
- Talking about sounds (developing vocabulary and language comprehension).

It is intended that each of the first six aspects should be dipped into, rather than going through them in any order, with a balance of activities. Aspect 7 will usually come later, when children have had plenty of opportunity to develop their sound discrimination skills.

Aspect 1 - General sound discrimination – to raise children's awareness of the sounds around them in their environment and to develop their listening skills.

Aspect 2 - General sound discrimination - developing children's awareness of sounds made by various instruments and noise makers.

Aspect 3 - General sound discrimination – developing children's awareness of sounds and rhythms including singing songs and action rhymes, listening to music, body percussion and developing a sounds vocabulary.

Aspect 4 - Rhythm and rhyme - developing children's appreciation and experiences of rhythm and rhyme in speech.

Aspect 5 – Alliteration – activities focussing on initial sounds of words.

Aspect 6 - Voice sounds - activities to develop the ability to distinguish between different vocal sounds and to begin oral blending and segmenting.

Aspect 7 - Oral blending and segmenting skills development.

The activities introduced in Phase 1 are intended to continue throughout the following phases, as lots of practise is needed before children will become confident in their phonic knowledge and skills.

As soon as staff feel children are ready the teaching of Phase 2 commences. Children begin to orally blend and segment words before moving on to visually blending and segmenting to read VC and CVC words. The Monster Phonics schedule is then followed and lessons delivered daily.

Phonics lessons at Snitterfield Primary School use the following sequence in all lessons:

Revise and Revisit
Teach
Practise
Apply

Assessment

Assessments take place at regular points within each year group schedule. Each year groups assessment differs slightly.

EYFS- Regular assessment checks:

Grapheme/ Phoneme Correspondence (GPC), High Frequency Word recognition and ability to blend and segment.

Summer 2- As appropriate reception pupils are assessed using the first 20 words from past Phonic Screening Papers. This is in preparation and planning for transition to Year1.

Year 1 (& Year 2 Resit children)- These pupils are assessed using past phonic screening papers. Assessments are carried out by their class teacher and a selection are done by the phonics lead / SLT for quality assurance purposes.

Target children (lowest 20%) from the cohort are assessed using addition assessments for formative and summative purposes.

Year 2 (not re-sits) and Key Stage 2 Target children- Pupils are assessed using formative grapheme assessments (dictations) and using the Year 2 CEW Assessment (dictations).

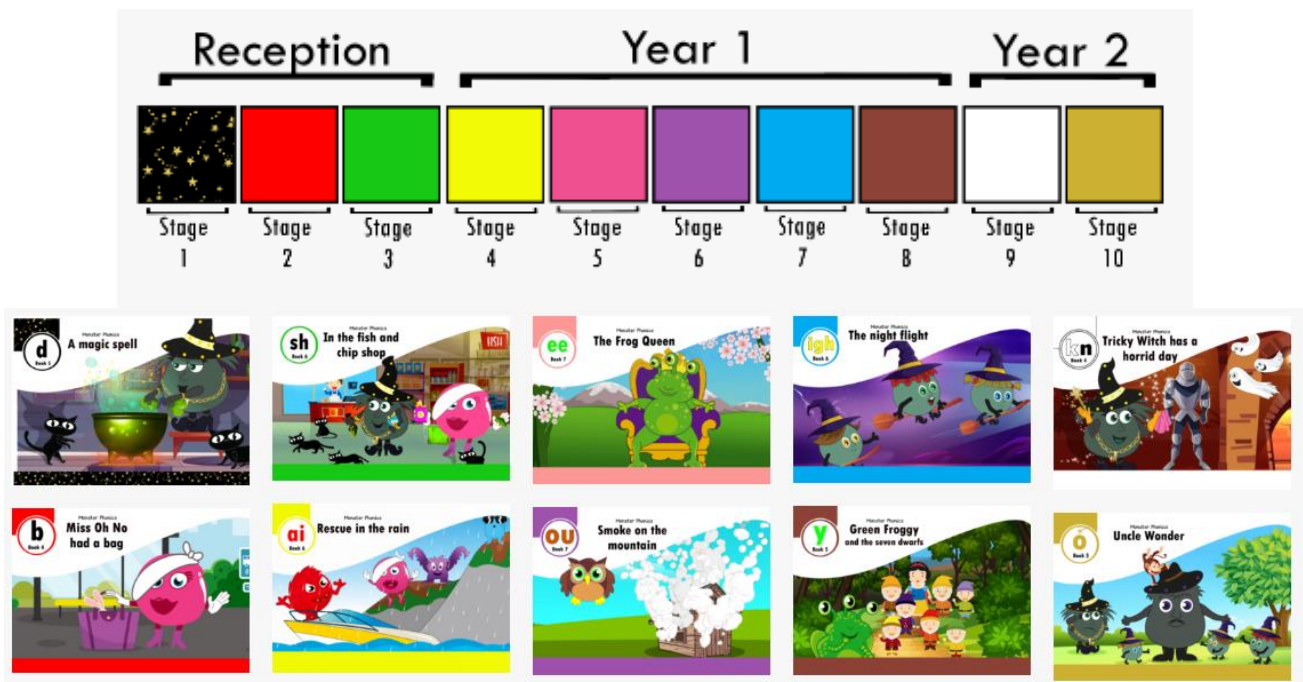
Information from all of our assessments feed back into teaching and learning so that gaps are identified and robustly addressed through additional intervention and targeted support within the classroom.

Sound Books

In the Autumn Term of Reception we offer parents a Phonic Information evening. As a school, we developed this system to support a gap in the confidence of our parents. We aim to equip them with the skills and knowledge that they need to best support their children (ie the pronunciation of phonemes, what to do when their child gets stuck). We introduce a sound book to support the children in their acquisition of phoneme (sounds) and graphemes (written representation of a sound) by developing early blending and segmenting skills. The books are updated weekly and are specific to our phonics teaching. Later in the term we introduce a Word book where the children will have CEW (common exception words) and HFW (high frequency words) entered as we learn them.

Reading Books

Our phonetically decodable books are also fully matched to the Monster Phonics Programme. Monster Phonics books ensure that children are reading using phonics that has been taught. Each book focuses on a key grapheme and ability-appropriate high-frequency words. Phonic keywords and high-frequency word practice boxes at the start of each book help children to read the story with confidence. Stories include focus words and centre around the popular monster characters. Each book ends with questions to develop comprehension skills.



Intervention

If children need intervention or booster groups to reach age-related expectations in phonics, this is provided in addition to the daily phonics session so that as many children as possible can access their year group learning objectives and reach age appropriate outcomes.

Special Educational Needs and Disability

At Snitterfield Primary School we use planning and teaching flexibly in order to ensure individual needs are met and children achieve their full potential.

- Differentiation through tasks to stretch and challenge as appropriate,
- Support using adults and additional resources.

Equal Opportunities

We are committed to providing a teaching environment conducive to learning. All children are valued, respected and encouraged to take risks in order to achieve regardless of ability, race, gender, religion, social background, culture or disability.

Parent Partnership

At Snitterfield Primary School we strongly believe that positive partnerships between staff and parents/carers are paramount in ensuring that children achieve their full potential. With this in mind:

- Parent/carers are invited into school to an information meeting to discuss how we teach phonics in school and to learn how they can support their children at home.
- Year 1 Parents/carers are invited into school to receive information about the Phonic Screening Check as well learning how to support their children at home.
- We send home phonetically decodable reading books for parents/carers to share with their child.
- In addition to regular Parents' Evenings we strongly encourage parents to meet with teachers if they have any concerns about their child's learning.