



Nettlesworth Primary School

Phonics Policy

Aims:

We aim to teach high quality phonics to ensure that all of our children have the best start possible in reading and writing.

Phonics is the beginning of children's body of knowledge, skills and understanding that are an essential part of learning to read and write.

In order to read and understand texts children must learn to recognise/ decode and ultimately understand the meaning of the words on the page.

Good quality phonic teaching secures the skills of word recognition and decoding which allow children to read fluently. This will result in children being able to read for pleasure, then move onto children developing more advanced comprehension skills. These phonic skills need to be taught systematically.

Our phonics planning is:

- Time-limited, such that the vast majority of children should be confident readers by the end of Key Stage 1.

Children learn phonic skills best in the first few years of school. Children use a mix of Jolly Phonics actions, sounds and pictures alongside units from Sounds and Letters to aid them.

- It follows a planned programme, building on previous learning to secure progress
 - It is taught daily.
 - It reinforces and applies acquired phonic knowledge and skills as they progress through their phonics.
 - It ensures children progress in developing and applying their phonic knowledge by assessing this.
 - Children experience bite size sessions of around 20 -25 minutes long, or shorter for younger children.

Expectations within this School.

Reception:

Children start by using the Jolly phonics and Sounds and Letters programme in their reception year. The songs and actions are taught to the children.

The actions are used to increase the children's confidence and prompt them whilst writing.

Ideally Phase 2-to be completed by Christmas whilst also recognising that children progress at varying levels.

Children to be secure in these sounds and be having a good go at blending (synthesising) simple CVC words.

- Phase 2 recap for 1st Spring half term.

February half term – begin Phase 3 phonics.

End of Reception-secure to the end of Phase 3 and blending these words. The majority of the 45 reception words to be recognised.

Children to be reading and constructing simple sentences using dictation.

KS1:

During year 1 and 2 children will continue to use the jolly phonics actions when needed, but move away from this discreetly, and the letters and sounds .

The children are also supported by the Letters and Sound Programme, Lexia individualised reading software and Oxford Reading Tree core reading scheme. All of these include various strategies which aid phonic knowledge.

Year 1:

1st half term -recap of phase 3 – part 2 of phase 3 words as spellings.

Phase 4 and Phase 5

End of Year 1-children should be becoming confident in Phase 5.

Year 2:

Recap of phase 5

Start support for Spelling (revisiting much of Phase 5 and includes phase 6. Sounds that need to be recapped will be done when needed.

KS2:

Children who have not achieved phase 5 by the end of year 2 need to be taught this through a systematic programme of individual intervention.

Nettleworth Primary School implements the programme whereby the structured phases are followed and linked to Primary National Strategy's pace and progression. The letters and sounds phases are set up so that no children are held back or pressured to move on before they are ready or confident to do so. Therefore, in EYFS and KS1 are taught at the correct level.

We will continuously practice and revisit all sounds from the beginning of phase 3 onwards to ensure consolidation. The children are encouraged and given opportunities to use their phonic knowledge in their independent writing across all subjects.

Assessment:

Assessments are updated half-termly on each child's phonics tracking sheet.

Children will be assessed using a variety of methods which includes formal testing of sound/word recognition, data collected via Lexia reports and observation.

If we feel that a child is not making progress a range of intervention strategies will be implemented.