



## Phonics Policy 2022 – 2023

### St. Michael in the Hamlet Community Primary School

#### Intention

At St Michael in the Hamlet Community Primary School we strive to ensure all children become fluent readers and writers by the end of Key Stage One.

- To teach children aural discrimination, phonemic awareness and rhyme awareness in order to encourage good spelling.
- To encourage repetition and consolidation, so that spelling becomes automatic.
- To encourage the children to attempt to spell words for themselves, within the range of their phonic knowledge, by building an individual repertoire and the confidence and strategies to attempt the unfamiliar.

#### Objectives

- To learn to read and write all 44 graphemes in the English language.
- To teach children high frequency words that does not conform to regular phonic patterns.
- To teach children specific strategies to help them remember tricky words.
- To ensure that the teaching of phonics is lively, multi-sensory, interactive and investigative.
- To encourage children to apply their phonic skills in all curriculum areas.
- To ensure that children have opportunities to read texts and words that are within their phonic capabilities as early as possible, even though all words may not be entirely decodable by the children unaided.
- To help the children to apply the skill of blending phonemes in order to read words.
- To help the children to segment words into their constituent phonemes in order to spell words.
- To learn that blending and segmenting words are reversible processes.

#### Implementation

St. Michael in the Hamlet primary school uses the 'Monster Phonics' programme which provides a consistent and systematic approach to the teaching of phonics. Monster Phonics is a multisensory, fun and engaging program that is taught daily starting in Nursery through to Year 2.

Our teaching at all levels should include:

- Teacher exposition
- Whole class, group and individual work
- Independent application opportunities
- Tricky word vocabulary

The planning format includes the review- teach- practice - assessment section recommended by the Letters and Sounds document. Lessons are delivered to maintain the necessary pace of the phonics programme.

We are

**S**afe, **M**otivational, **I**nclusive, a **T**eam and **H**appy



**Early Years Foundation Stage and Key Stage One** - Phonics is taught daily for 25 minutes each morning. All Early Years and Key Stage One classes follow the Monster phonics programme progressively. Each teacher plans for their own group and any learning support assistants who lead phonics groups will have plans provided for them.

**Year Three**- Phonics and SPaG lessons are taught weekly through the Jolly Grammar programme and Monster Phonics is used as an intervention programme. Intervention groups will be set up for those children who have not completed the phonics programme (end of phase 6). This group will meet specific targets from detailed gap analysis, including those who failed to pass a phonic re-check in Year 2.

**Key Stage Two**- Further targeted interventions and precision teaching to run for children who have not learnt all of the required sounds or phonic skills.

### **Inclusion, including provision for gifted and talented, EAL and SEN**

We have a variety of strategies to enable all pupils to have increased access to the curriculum through a broad-based, multi-sensory, visual, auditory and kinaesthetically planned phonics sessions. Daily phonics lessons are differentiated so that the task is directly matched to children's phonic levels. Careful thought will be given to the provision of appropriately structured work for pupils with SEND, often through intervention groups or those exceeding age related expectations (G&T) through enrichment.

We acknowledge that for most children regular Synthetic Phonics lessons are the best way to learn, but some children may require a different approach. For those children we will run extra Direct Phonics programmes, where children learn through cumulative and repetitive patterns e.g. '**Read Write AtoZ**' and '**Nessy**'.

### **Impact**

Ongoing assessments are made through observation during phonic teaching, guided reading and writing scrutiny. Formal assessments are carried out regularly through the 'Phonics Tracker' program and practise phonics screening check assessments. This information is used to identify areas that need to be revised or repeated. Children are tracked by the class teacher on the school phonic tracking grid every half term and those who are below expectations and/or not making expected progress will be provided with extra support. If this continues then the Phonic Lead will arrange for further assessments and provide necessary interventions.

Parents will be reported to on their child's phonic ability through their end of year report.

### **National Phonic Screening**

All pupils in Year One will be screened using the National Assessment materials in June. If the pupils in Year One fail the screening they will be retested when they are in Year Two. This data will be submitted to the Local Authority. Parents will be informed on the outcome of the phonic screening check in Year 1 and Year 2 if appropriate in their end of year report.

### **Professional Development**

St Michael in the Hamlet Community Primary School firmly believes that continuing professional development for all staff features highly in the school improvement plans to aid the development of the children. All school staff receives regular CPD opportunities.

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## Monitoring

All aspects of phonics teaching are monitored by the Phonics Lead on a regular basis. Tracking grids are analysed, teaching is observed and plans are scrutinised with feedback given and support allocated accordingly.

The Phonics Lead will attend all phonics cluster meetings lead by the Local Authority to develop CPD and compare phonics screening data locally and nationally.

Reviewed: Autumn 2022

Next review due: Autumn 2023

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