

Smallthorne



Phonics Policy

Written: Autumn 2016

Review : Autumn 2017

Phonics and Spelling Policy

Rationale:

In 2006 Sir Jim Rose completed his independent review of the teaching of early reading. The Rose Report makes it clear that 'high-quality phonic work' should be taught systematically and discretely as the prime approach used in the teaching of early reading. The review report provided clear recommendations of what constitutes 'high-quality phonics work.'

The Rose Report makes a number of recommendations for the teaching of early reading. It makes clear that there are two dimensions to reading:

1. Word Recognition
2. Language Comprehension

High-quality phonic teaching secures the crucial skills of word recognition that, once mastered, enable children to read fluently and automatically. Once children are fluent readers, they are able to concentrate on the meaning of the text.

Children need to acquire secure and automatic decoding skills and progress from 'learning to read' to 'reading to learn' for purpose and pleasure. The ultimate goal of learning to read is comprehension

Through our phonics and Spelling policy we aim to:

Establish consistent high quality practice, progression and continuity in the teaching and learning of phonics and spelling through school.

PHONICS Schemes

Read, Write Inc and Letters and Sounds are the schemes we use.



In Nursery the children begin by learning all the Letters and Sounds Phase 1 pre-reading and writing skills.

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/190599/Letters and Sounds - DFES-00281-2007.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/190599/Letters_and_Sounds_-_DFES-00281-2007.pdf)

During the Spring term Nursery children are introduced to letters (Letters and Sounds Phase 2) using the Read, Write Inc Scheme.

Reception, Year 1 follow the Read, Write, Inc scheme.

<http://www.ruthmiskin.com/en/parents/>

Year 2 children who did not pass the Year 1 screening follow the Read, Write, Inc Scheme.

Year 2 also follow Read, Write Inc's Spelling scheme.

<http://www.ruthmiskin.com/en/read-write-inc-programmes/spelling/>

Year 3, 4, 5 and 6 follow the 'Support for Spelling' guidance. The children have lessons that follow the recommended structure of – revisit, teach (model) Practise/ explore/ investigate, apply/assess/reflect.

Teaching and Learning

'Read, Write, Inc- is the main document that informs content and structure of phonics lessons for Early Years and Key Stage 1

Teachers carefully adapt their planning to meet the needs of the children within their class. The teacher's assessment of individual children will inform the rate at which the children are able to progress through the phrases and adapt their pace accordingly.

Link to parent page- <http://www.ruthmiskin.com/en/parents/>

Link to phoneme pronunciation

<http://www.ruthmiskin.com/en/resources/sound-pronunciation-guide/>

Assessments

Early Years and Year 1, children are assessed on their grapheme/ phoneme correspondence and their ability to spell and read words using graphemes from each phase as relevant. Their ability to read and spell the tricky words in their phase is also assessed.

Class tracking sheets are completed at the end of every term.

At the end of year 1 the children will take the statutory National Phonic Screening Test.

If children are still working towards the phonic test by the end of year 1 then they will work in a small intervention group to enable them to retake the test in year 2

Year 6 take the English Grammar, Punctuation and Spelling Test as part of their end of KS2 SATs.

(Sample paper- <https://www.gov.uk/government/publications/2016-key-stage-2-english-grammar-punctuation-and-spelling-sample-test-materials-mark-scheme-and-test-administration-instructions>)

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Signed _____ Head Teacher Nov 2016

Signed _____ Governor Nov 2016