

Penwortham Primary School - Phonics Policy and Procedures – 2016

This school believes that a solid and secure foundation in synthetic phonics is crucial for our pupils, to enable them to both read easily and accurately and to write and spell effectively.

Phonics-based sessions take place daily within our Reception, Year 1 and Year 2 classes. These begin after the first few weeks of the Reception year, and continue until assessment shows that children can work both accurately and fluently across all 44 phonemes. At this point, children spend their time within the sessions focussing on developing their understanding of wider spelling, grammar and punctuation.

Daily sessions are short (approximately 20 minutes) and pacy. Children are introduced to new sounds; re-visit and 'over-learn' sounds previously introduced; and spend time learning to blend phonemes automatically and to segment words into associated phonemes.

A wide range of resources are used to support learning in this area, including plenty of hands-on, practical resources. In addition, both Jolly Phonics and Phonics Bug systems provide a backbone to our work.

Effective assessment is crucial to help us ensure children make rapid progress. We use three broad types of assessment within Phonics.

- i) Half-termly 'Phonic Check' assessments (From Summer Term in Reception onwards) to assess overall progress towards fluency with the 44 phonemes, and to give detailed feedback about segmenting and blending skills of each pupil. These assessments are used to guide the groups within which children are taught phonics within Years 1 and 2.
- ii) Half-termly updates to each pupil's 'Phase-Specific' sounds assessments – these move through the classes with each pupil and are used to guide daily and weekly planning for each small group of pupils.
- iii) Within-session assessment - the lead adult constantly monitors children's response to sessions, and adapts the sessions accordingly.

Teaching within Years 1 and 2 takes place across up to five groups, which are updated every half-term based upon the assessment outcomes of each pupil. Children are placed within the group most closely matched to their current competence level. Broadly (and initially at least) the groups are as follows:

1. Children who are fluent and competent within all 44 phonemes (38+ on Phonics check without the need for explicit segmenting/blending) will have a Spelling, Grammar and Punctuation Focus. (May be children from both Years 1 and 2)
2. Children who know the vast majority of the phonemes and are working on improving speed/fluency. (May be children from both Years 1 and 2)
3. Children within Year 2 who did not meet the expected standard at the end of Year 1 and who need small group focussed support.
4. Children within Year 1 who are progressing at the expected rate and who are in the process of securing all 44 phonemes.
5. Children who left Reception class 'emerging' in either 'Reading' or 'Writing'.

The Key Stage Leader reviews outcomes and leads the process of placing children within each group – this is done in partnership with the class teacher, however the leader has final say in the group of each pupil. The leader is responsible for ensuring that staff training needs are met.

Children who need additional focus in this area will be provided with additional groups of Phonic sessions, under the 'Intervention' strand of our Graduated Response to SEND.

Resources are held within each classroom, with additional resources available from the Year 1 storage area and from within the No Huff No Puff room. The SLT will aim to respond to justified requests for additional resourcing from within the SDP.

Parents and carers are supported both through Phonics Awareness sessions, through guidance on key electronic resources to support themselves and their children in this area, and through being able to arrange to meet their child's class teacher if they have any concerns/need additional support.

A guide to the 'phases' of phonics and key terminology is available on the 'documents' section of the school website.

