

Brunshaw Primary School



***‘Inspiring children to be resilient and aspirational learners,
within a positive and considerate community.’***

Phonics Policy

May 2024

Agreed by Governors: 16/05/2024

“The best phonics teaching is characterised by planned structure, fast pace, praise and reinforcement, perceptive responses, active participation by all children and evidence of progress.” Reading by Six 2010

AIMS

- *To teach the four skills from the alphabetic code.*
- *To teach children aural discrimination, phonetic awareness and rhyme awareness in order*
- *To encourage children to blend and segment.*
- *To ensure children use phonetic strategies as the first approach to reading unfamiliar words.*
- *To encourage repetition and consolidation, so that spelling becomes automatic.*
- *To facilitate good spelling.*

THE ALPHABETIC CODE

- *grapheme- phoneme correspondences (that is, the alphabetic code) in a clearly defined, incremental sequence*
- *to synthesise (blend) phonemes (sounds) in order all through a word to read it*
- *to segment words into their constituent phonemes for spelling*
- *that blending and segmenting are reversible processes.*

THE TEACHING OF PHONICS

At Brunshaw, we follow Red Rose Letters and Sounds synthetic phonics programme. The programme is primarily followed within the EYFS and Year One but may be continued into year 2, for those who are not yet secure at Phase 5 at the end of year 1. All children are supported by a range of resources to enable the effective delivery of phonics lessons, catering for all children’s needs.

Reception: *Red Rose Letters and Sounds is taught daily for 20 minutes, beginning with Phase 2 in the Autumn Term, and then progressing to Phase 3 and 4 when they are secure at the previous phase. Groups are differentiated to ensure children are able to meet their full potential. The aim is that the majority of children will be secure at Phase 4 by the end of the Foundation Stage.*

Year One: *Red Rose Letters and Sounds is taught daily for 20 minutes, building on the Phase they are secure at from leaving the Foundation Stage.*

Groups are differentiated to ensure children are able to meet their full potential. The aim is that the majority of children will be secure at Phase 5 by the end of Year 1.

All Year One children take the 'Phonics Screening Check' - a statutory assessment required by legislation. Those who do not meet the pass mark will receive support and take part in intervention programmes in Year Two, to provide them with sufficient knowledge and understanding to re-take the 'Phonics Screening Check' and obtain a pass mark.

Year Two: *Further consolidation of Phase 5, alongside the National Curriculum through the spelling programme 'Red Rose Spelling, is taught daily for 20 minutes building on the Phase they are secure at from leaving Year One. Groups are differentiated to ensure children are able to meet their full potential. Any children who don't enter Year 2 at age related expectations from Year 1 will continue Red Rose Letters and Sounds Programme, where necessary.*

At Lower Key Stage Two (Years 3 and 4): Appropriate intervention using materials which show fidelity to Red Rose phonics are used in KS2 to provide intervention to those children who are not yet secure in phonics.

1. PLANNING

At Brunshaw Primary School, we exclusively follow Red Rose Letters and Sounds. The programme includes planning from Phase 2 to Phase 5 with specific daily sessions and a very rigorous approach to meet, and exceed, expectations based on the Early Learning Goals and the National Curriculum for Year 1.

All year group classes are split into differentiated groups, depending on which phonics phase they are working at. The person teaching the group will change regularly so that children are taught by a teacher and a Teaching Assistant. Year groups may stream across year groups, if this is necessary for some individuals.

2. ASSESSMENT AND REPORTING

At the end of each half term class teachers will assess children working, within Phases 2-5, using the Red Rose Letters and Sounds assessment and progression document. This will be supported by Phonics Tracker, which is used to electronically assess each child and highlight gaps for intervention. This information will then be used to place children, where they are currently secure at, on assessment grid. The assessment grid is then submitted to the phonics lead and SLT, to be used in pupil progress.

We expect the majority of children to be secure in the following phases at the end of each year group:

- Reception-secure at Phase 4
- Year One-secure at Phase 5
- Year Two-secure at Phase 6.

All children in Year One will be screened using the National Assessment materials in June. If the children in Year One fail in the screening they will be retested, when they are in Year Two. Children who are new to the country in Year Two will also be tested on the screening test with their peers who did not pass in Year One. The data from Year One and Two will be submitted to the local Authority. For those children who do not pass the phonics screening in Year One or Year Two, these children will be continued to be tracked throughout school to check whether they continue to need phonics or an alternative programme for teaching reading/spelling.

3. Reading

Systematic synthetic phonics plays a key role in a rich and varied reading programme. Our reading schemes which includes mainly books from the publications: Little Blenders, Beanstalk and Big Cat books, support children to apply their phonic knowledge and skills, as well as developing their reading comprehension. All children working from Phase 2 to Phase 5, access reading books matched to their phonics phase, to allow children to consolidate and apply their phonetic knowledge. All our phonetically decodable books are organised in line with the Phase and Week of Red Rose Letters and Sounds scheme; children are matched to books that includes the graphemes and tricky words, which the children have been taught. This makes it easy for teachers, parents and children to choose a text that has been matched to the child's growing phonic knowledge and that does not encourage a child to guess at words if they included GPCs they had not yet been taught.

At Brunshaw, we support early reading, and each class completes a grid to assess daily reading need with an adult in school. This data is based on whether they are on track in reading, SEN and if they are reading regularly at home. Children read with an adult, up to five times a week, dependant on the level of reading support needed.

4. INTERVENTION PROGRAMMES

Intervention is set on a half term basis, following pupil progress discussions between class teachers, reading mentor and SLT. Intervention programmes, including some published schemes such as Fast Track Phonics (For Y1 and Y2) and Bounce Back Phonics (For Y3 and Y4) which are used and adapted to meet the needs of pupils. This intervention takes place in small groups and on a one-to-one basis. In addition, some children with particular needs may work on a one-to-one basis with a key adult on a daily basis for longer periods of time. This will be identified on their IEP.

5. THE ROLE OF THE SUBJECT LEADER

- Ensure continuity and progression from year group to year group and the transition from each phase.

- Advise and support colleagues in the implementation and assessment of phonics in their phase of the school.
 - Assist with the requisition and maintenance of resources required for the teaching of phonics, within the confines of the school budget.
 - Monitor the quality of teaching and learning in phonics across the phase of the school.
 - Liaise with the Lancashire Phonics advisor.
6. This policy also needs to be in line with other school policies and therefore should be read in conjunction with the following school policies:

English Policy

Teaching and Learning Policy

Assessment Policy

Marking policy

Special Educational Needs Policy

Gifted and talented Policy

ICT Policy

Equal Opportunities Policy

Inclusion Policy

Reviewed: May 2024
Next Review due: May 2026