

Castle Hill St Philip's CE Primary School



Phonics Policy

Date policy last reviewed: September 2022

To be reviewed | : September 2023

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Phonics Policy

INTENT

At Castle Hill St Philip's, we believe that early, effective phonics teaching and learning is essential for achieving high attainment in reading and writing.

This policy is aimed at reinforcing a consistent, high-quality approach to the teaching of phonics across the Early Years Foundation Stage (EYFS), Key Stage One and on into Key Stage two for children who require further support.

Aims:

- To teach children aural discrimination, phonemic awareness, alliteration and rhyme to aid reading, writing and spelling development.
- To encourage the use of segmenting and blending so that decoding skills provide a sound foundation for reading, writing and spelling.
- To ensure that the teaching of phonics is lively, interactive and inclusive.
- To enable children to use their phonological awareness across the curriculum.
- To ensure that children know the 44 phonemes within the English language.
- To teach children to recognise the graphemes within words and associate them with the appropriate phoneme when reading.
- To provide children with strategies to identify and decode Common Exception and High Frequency words.

Objectives:

- To provide consistent, high quality phonics teaching that ensures all children have a strong foundation upon which to tackle the complexity of reading and writing.
- To ensure that teaching of synthetic phonics is systematic and progressive throughout the Foundation stage, Key Stage One and Key Stage Two for those children needing interventions to support phonemic knowledge and understanding.
- To ensure that children have a sound phonetic knowledge, understanding and skills so that they can decode words with confidence and engage with higher order reading and writing skills.

IMPLEMENTATION

Systematic Synthetic Programme

At Castle Hill St Philip's phonics is fun! We use the Monster Phonics Programme, a DfE validated, complete systematic synthetic phonics programme, which is effectively delivered daily to whole classes by class teachers in Reception, Key Stage 1 and to children in Key Stage 2 where necessary. The teaching is fun, fast paced and multi-sensory.

Monster Phonics uses character (monster) phoneme cues and colour coding to represent the long vowel sounds, silent letters and tricky letters. With Monster Phonics, spellings are more memorable and learning to read and spell becomes exciting and fun! The innovative colour-coding system aims to accelerate learning to read and spell.

To enable children to 'keep up' rather than require 'catch up', 'Phonics Blast' interventions are delivered to targeted children outside of lessons, by class teachers and teaching assistants.

Reading Books

We use Monster Phonics sequential and progressive decodable books to secure fluency and confidence in early reading. In Reception, Key Stage 1, and where appropriate Key Stage 2, children are provided with a phonetically decodable home reading book, which is linked to their phonics phase. Once children are secure in phonics, they progress on to the Accelerated Reader scheme.

Assessment

Teachers continually assess learning in each lesson to ensure that children are progressing through the phases. In addition to this formative assessment, regular summative assessments are undertaken to identify gaps and monitor progress in Early Years, Key Stage 1 and where appropriate in Key Stage 2.

Phonics Screening Check

In the Summer Term, every Year 1 child takes a statutory Phonics Screening Check. This is a phonics-based check where the children are expected to read 40 simple, de-codable words including nonsense words. This is a progress check to identify those children who are at the expected level in their phonics. The results are reported to parents in written end of year reports.

Children who do not achieve the required standard in the Phonics Screening Check in Year 1 are assessed again during Year 2.

IMPACT

Our phonics curriculum enables children to become confident, fluent readers and increasingly accurate spellers.

All children (unless they have a specific Special Educational Need or Disability) leave Key Stage 1 at or above the expected level in their phonics skills.