

## Phonics Policy

Approved: July 2020

Review date: July 2021

### Intent

At The Baird Primary Academy, we place an emphasis on the teaching of reading to ensure all pupils are able to read fluently and accurately. We believe that all pupils should leave primary school as fluent readers, who have a love of reading, and are able to comprehend a range of texts – we believe that this increases the accessibility of the wider curriculum for pupils.

Phonics is taught systematically and discretely as our initial approach for the teaching of early reading so that children have the skills they need to decipher new words and read fluently and confidently by the end of KS1. Alongside phonics, pupils engage in a broad and rich language and literacy curriculum to build vocabulary, narrative and storytelling skills to enable pupils to be able to read with understanding and enjoyment as they progress through KS1.

Through our phonics teaching, we aim for early readers:

- to confidently recall grapheme–phoneme correspondences and apply these in reading and spelling
- to apply the highly important skill of blending (synthesising) phonemes in the order in which they occur, all through a word, to read it
- to apply the skills of segmenting words into their constituent phonemes to spell
- to know that blending and segmenting are reversible processes
- to build pupil's sight vocabulary to aid fluent reading
- to work towards the automatic, fluent and effortless reading of all words through the repetition of blending, segmenting and manipulation of words.

### Implementation

At The Baird Primary Academy we teach phonics following the Letters and Sounds Programme.

Children receive discrete daily phonics sessions including Phase 1 in nursery and starting within the first week of Reception where grapheme–phoneme correspondences are introduced at a brisk pace in a clearly defined, incremental sequence. The Letters and Sounds programme ensures that teaching recaps, reinforces and builds on previous learning to secure children's progress. Discrete sessions are multisensory, encompassing simultaneous visual, auditory and kinaesthetic activities to enliven core learning.

Our delivery plan is carefully constructed to give significant opportunities for pupils to rehearse blending and segmenting and application of their grapheme-phoneme knowledge. Pupils are challenged to apply these skills for reading and spelling within increasingly longer texts and facing less familiar words. Pupils move towards fluent word recognition and the automatic and effortless reading of all words both decodable and tricky. There are opportunities to reinforce and apply acquired phonic knowledge and skills across the curriculum and in such activities as supported reading with decodable texts and Talk for Writing model texts.

### Delivery Programme

The delivery programme for new learning is as follows

EYFS – Nursery

- Phase 1

EYFS – Reception

- Term 1: Phase 1 and 2
- Term 2: Phase 2 and 3
- Term 3: Phase 3
- Term 4,5 & 6: Phase 4

#### Year 1

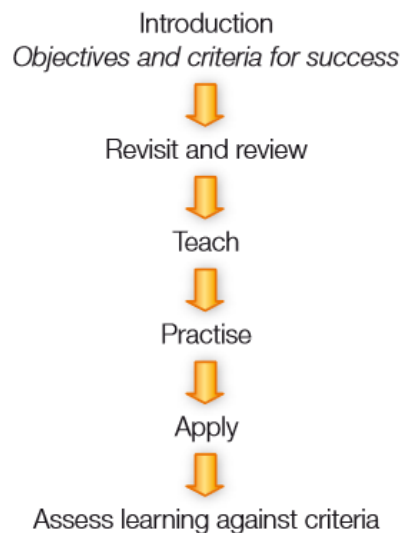
- Terms 1&2: Consolidation and repeat of Phase 4 for application with fluency
- Terms 3-6: Phase 5

#### Year 2

- Phase 6

### Session Structure

Every day, each class in EYFS and KS1 receives a discrete four-part phonics session as laid out in Letters and Sounds. Each session is structured as follows:



Teachers create a weekly plan (see Phonics Protocol) following the scheme of delivery and responding to the needs of their class identified through formative and summative assessment.

### Supporting Learning

All discrete sessions and interventions are multisensory with children and adults using ICT and manipulative resources. Sessions are organised, planned and resourced to ensure that all pupils are engaged, involved and challenged throughout the course of the session.

To support pupils' retention of new learning, staff revisit this throughout the day before revisiting in their next phonics session. This ensures new learning builds on prior knowledge.

Pupils are supported to apply their phonic knowledge throughout the curriculum through modelled and accessible learning resources. Every classroom has:

- Tabletop phonic mats, which model the Academy handwriting policy, available all day
- Displays with accessible reference materials for new learning, modelling the academy handwriting policy.

The Academy has a bespoke set of flashcards and sound mats, which provide a consistent reference point with the Academy's chosen image for each phoneme, and model the Academy handwriting policy.

Pupils are taught the cued articulation cue for each phoneme and the expectation is that this is modelled consistently by adults to support children's learning, recall and speech sound production. Cued articulation, by Jane Passy, is a set of hand cues for teaching the individual sounds in a word. The hand movements are logical – each hand movement represents one sound and the cue gives clues as to how and where the sound is produced (see Phonics Protocol).

Multisensory resources, including magnetic letters, are planned for and available to engage pupils and to ensure motor skills are not a barrier to developing phonic knowledge in line with expectations.

### Planning and Assessment

Teachers plan opportunities to assess new learning within sessions to provide rapid intervention (within the lesson or before the next lesson) for individual pupils not grasping new learning

We believe keeping children together in class and teaching every child at the same pace has the biggest impact in phonics and do so in Reception, where grapheme and phoneme correspondences are taught. Teachers will organise rapid intervention throughout the week when assessment within sessions indicate a child may need extra support.

In Year 1 and 2 children participate in their classes' new learning and then identified pupils move into small group targeted interventions

### Phonics in the Broader Curriculum

Reception pupils apply their phonic skills when reading both at school and at home, using texts which are fully decodable, using their phonic knowledge.

Within Year 1, our pupils read banded books appropriate to their ability within Daily Supported Reader, which is assessed using the Benchmark tool. These books focus on both phonetically decodable words and non-decodable high frequency sight vocabulary. They are matched to the pupils' ability and read within the classroom on a daily basis, as part of Daily Supported Reader. Pupils are then allocated a phonetically decodable reading book, matched to their stage of learning within Letters and Sounds to read at home.

In EYFS and KS1 teachers will adapt their Talk For Writing model texts to reinforce target phonics which have been identified through summative assessments for their class.

There is an expectation that pupils will apply their phonics learning for reading and spelling across the curriculum and pupils can use resources such as displays and sound mats.

### Impact

We use Phonics Tracker as a summative assessment tool to assess and track pupil's knowledge of phonemes, high frequency words, blending, segmenting and letter names.

Phonics Tracker allows for individual and whole class analysis of pupil progress and identification of any gaps that have emerged to shape the teaching of phonics for the coming term for the class, groups and individuals, including any additional teaching intervention, which may be required.

In line with statutory requirements, all pupils in Year 1 undertake a phonics screening in Term 5. The results of this screening will be included in the annual summary report to parents for each individual pupil. Prior to this, in Terms 2 and 4, pupils will gain experience of accessing similar test materials as those used in the screening and a gap analysis will be conducted and used to address learning needs. This data is stored in Target Tracker and Phonics Tracker.

In line with statutory requirements, any pupils who do not meet the expected standard in the Year 1 phonics screen will be rescreened in Term 2 and 4 of Year 2 and again formally in Term 5. From September, they will be monitored and supported through close teacher assessment and regular phonic interventions.

Any individual pupils who still are receiving phonics support after Year 2 will be assessed in Term 2 and 4, using Phonics Tracker, and this will be tracked by the Phonics Subject Leader and SENCo.