

Booker Avenue Infant School- Phonics Policy

Purpose and Aims

Purpose: The purpose of phonics teaching at Booker Avenue Infant School is to ensure that most children become, successful fluent readers and writers by the end of Key Stage One. This is achieved by providing a systematic and synthetic approach that includes consistent, highly motivating and multi-sensory teaching. This approach ensures all children have a strong foundation upon which to tackle the complex processes of reading and writing.

Aims: To encourage the use of segmenting and blending so that decoding skills provide a sound foundation for reading, writing and spelling. To ensure the teaching of phonics is lively, multisensory, interactive and investigative. To enable children to use their phonic awareness across the curriculum. To ensure that children know the 42 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 'tricky words' and 'high frequency words on sight, to help increase fluency and understanding. To nurture a love of reading.

Provision

Children are provided with a variety of opportunities to develop and extend their phonic skills in and across Key Stage 1 and EYFS. In the early stages of Nursery, children will follow Mrs Mactivity's Rhyme Time. This develops early pre-reading skills through structured daily sessions. Children will explore rhyming words and sound patterns. They will learn the basic foundational skills to support their reading. Children will transition smoothly to the Jolly Phonics programme. This is a fast paced multi-sensory approach that introduces children to the 42 letter sounds. Children are taught on a whole class basis, with children identified as needing extra support receiving additional provision. All staff are experts in this programme. Phonics is developed and embedded throughout Key Stage One through repetition and reinforcement of the Jolly Phonics teaching. Alongside Jolly Phonics, Key Stage One have been introduced to the Jolly Grammar programme that helps develop the children's ability to spell and punctuate more accurately, use a wider vocabulary and have a clearer understanding of how language works.

Progression and Assessment

Progression: In EYFS children will begin by learning individual letters and their corresponding sounds. They will begin reading and writing VC and CVC words and move on rapidly to reading/writing simple captions and sentences through segmenting and blending. By the end of year 1 we expect most children should be reading with fluency and no longer blending and segmenting familiar words. They will be taught new graphemes and alternative pronunciations for these graphemes and graphemes they already know. They will also begin to learn to choose the appropriate grapheme when spelling.

Assessment: The attainment and progress of children in phonics is assessed regularly across the year, both informally during phonic sessions and through formal reading and writing assessments. Children are grouped according to their phonic knowledge which is assessed by the teacher. As children progress at different rates, these groups are changed regularly including the groups of children identified as receiving extra provision. At the end of year 1, children participate in the phonics screening check which assesses their knowledge of grapheme-phoneme correspondence and their skills in blending. This information is submitted to the LA. Those children who do not achieve threshold in the phonics screening check are highlighted for further intervention and targeted support before completing the screening check again at

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the end of Year 2. For children who do not succeed a second time, provision is made for them to receive intervention and targeted support in Key Stage 2.

Monitoring, Evaluation and Improvement

All staff are provided with a tracking grid in order to evaluate children's progress. The role of the subject leader is to monitor pupil outcomes throughout the year to ensure teaching an intervention has clear impact and that phonics learning is embedded throughout other areas of the curriculum. Resources and provision will be evaluated throughout the academic year, ensuring that all types of learners are supported and challenged. The subject leader also provides pertinent training where needed to ensure the delivery of phonics is of high quality throughout EYFS and Key Stage One.