### **Phonics Policy**

**Aim**

To provide high quality systemic phonics teaching which promotes secure understanding of decoding and encoding of sounds to allow fluent reading; the development of effective comprehension skills; a love of reading as well as spelling. This allows all children to make at least good progress from their varying baselines, on entry into Nursery and Reception.

At Hawthorn Park Community Primary School our Phonics curriculum aims for the children:

* To become fluent readers, having secured word building and recognition skills.
* To learn specific strategies to help them remember tricky words.
* To have the confidence to attempt to read texts and words that are within their phonic capabilities, even though all words may not be entirely decodable by the children unaided.
* To attempt to spell words for themselves, within the range of their phonic knowledge using strategies to attempt words that are unfamiliar to them.
* To encourage pupils to segment and blend.
* To help the children to apply the skill of segmenting and blending using the phonemes in words in order to read them (decoding).
* To help the children to segment words into graphemes in order to spell them (encoding).
* To learn to read and write all 44 graphemes in the English language.
* To ensure that the teaching of phonics is lively, interactive and investigative.
* To encourage pupils to apply their phonic skills in all curriculum areas.

**Delivery of Phonics**

At Hawthorn Park Community Primary School, phonics is delivered by implementing the DfE’s ‘Letters and Sounds’ principles and practice of high quality phonics. Letters and Sound is designed to teach children how the alphabet works for reading and spelling. The six phases of the Letters and Sounds provides practitioners at Hawthorn Park Community Primary School with a structure which they follow and plan for progression through the children’s learning. Teachers use this planning to inform the revisit/ review- teach- apply- assessment structure and access a range of other resources to supplement their provision. Teachers carefully adapt their planning to meet the needs of the children within their class, with continued assessment influencing the rate at which the children are able to progress through the phases.

**Progression**

The Early Years Foundation Stage

The Letters and Sounds programme begins in Nursery where phase one is introduced to them. Children who are ready to be moved onto phase 2 begin this as soon as appropriate.

At the start of the Reception class all children are introduced to phase 2, with recap for those that have already accessed this phase. Phase 3 is introduced by the end of the autumn term, based on the children’s rate of progress. The daily phonic sessions last approximately 20 minutes and feeds into the children’s writing sessions. There are also enhanced phonic activities within the indoor and outdoor environment available for children to access during play.

Key Stage One

High quality systematic synthetic phonics teaching is delivered daily for approximately 20 minutes. The sessions are delivered as class with the learning differentiated according to need and different learning styles of the children. Year 1 recap phase 4 for two weeks in September and then move onto Phase 5. Year 2 revise phase 5 and complete phase 6. It is important that the five phases are embedded and the children have a sound understanding of the key knowledge and skills before the final sixth phase is introduced in Year 2. Year 2 teachers strive to expose all children to the key elements of phase 6 by the end of the academic year.

**Assessment for learning**   
All teachers ensure that they are aware of individual children’s needs through formative assessments and provide intervention support as required. Teachers formally assess their children’s progress at the end of every half term in order to inform their planning using both assertive mentoring and through phonics assessments, including using practice tests. Assessments information informs phonics tracking sheets and assesses the children’s understanding of grapheme to phoneme correspondence including digraphs/trigraphs and knowledge of reading and spelling tricky words and high frequency words. At the end of Year 1, the children will take the statutory National Phonic Screening Test. If children are still working towards the phonic test by the end of Year 1 then they will work in small intervention groups to enable them to retake the test in Year 2. Children that do not pass the Phonics Screening Test in Year 2 will then move on to learning spellings in Key Stage 2, supported by any appropriately identified intervention.

**SEN/D and EAL**

Phonics teaching is available to all pupils and adjustments to schemes of work are made as required. Teachers liaise with the SENDCo to analyse how children with specific needs respond to the teaching of phonics. If a child needs any extra work relating to phonics, arrangements are made for additional support and / or intervention designed specifically to meet the identified and emerging needs. It is the responsibility of the teacher to ensure that every child in their class has equal and balanced access to the teaching of phonics and to ensure that it is differentiated appropriately.

**Phonics Resources**

At Hawthorn Park Community Primary School practitioners use a variety of resources including Phonics Play and LCP to inform phonics teaching. The school has also invested in phonics games to make the sessions more practical and engaging for the pupils.

Reviewed with staff: January 2020

Agreed with Governors: January 2020

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