

# Whitby Heath Primary School

**Excellence in a Caring Community**



**PHONICS POLICY**

(Supporting reading through to writing)

<b>Policy Written</b>	<b>September 2015, 2018</b>
<b>Reviewed &amp; Agreed by Governors</b>	<b>October 2018</b>
<b>Next Review</b>	<b>October 2021</b>

PHONICS POLICY  
(Supporting reading through to writing)

**MISSION STATEMENT**

It is our school mission that high-quality phonic work is not a 'strategy' so much as a body of knowledge, skills and understanding that has to be learned.

**Aims**

(outlined in 'The phonics and early readers; an overview', Primary Framework for literacy, Primary National Strategy 2006)

The processes by which children comprehend spoken language are the same as those by which they comprehend the words on the page; the difference being that the first relies upon hearing the words and the second upon seeing the words in written form. Obviously, in order to comprehend written texts children must first learn to recognise, that is decode, the words on the page.

High-quality phonic teaching secures the crucial skills of word recognition that, once mastered, enable children to read fluently and automatically thus freeing them to concentrate on the meaning of the text.

Children at Whitby Heath will secure automatic decoding skills and progress from 'learning to read' to 'reading to learn' for purpose and pleasure.

The ultimate goal of learning to read is comprehension. To achieve this, practitioners and teachers are clear about which activities are designed to teach children to acquire word recognition skills, and which will help children develop high-level comprehension skills.

**Principles of high-quality phonic work at Whitby Heath Primary School**

The Rose Report makes it clear that 'high-quality phonic work' should be taught systematically and discretely as the prime approach used in the teaching of early reading.

Beginner readers should be taught:

- grapheme–phoneme correspondences in a clearly defined, incremental sequence
- to apply the highly important skill of blending (synthesising) phonemes in the order in which they occur, all through a word to read it

High quality phonic work will be most effective when;

- it is part of a broad and rich curriculum that engages children in a range of activities and experiences to develop their speaking and listening skills and phonological awareness
- It is multi-sensory, encompassing simultaneous visual, auditory and kinaesthetic activities to enliven core learning
- it is time-limited, such that the great majority of children should be reading by the age of six, and should be confident readers by the end of Key Stage 1
- it is systematic, that is to say, it follows a carefully planned programme with fidelity, reinforcing and building on previous learning to secure children's progress
- it is taught discretely and daily at a brisk pace
- there are opportunities to reinforce and apply acquired phonic knowledge and skills across the curriculum and in such activities as shared and guided reading
- children's progress in developing and applying their phonic knowledge is carefully assessed and monitored.

### **Funky Phonics**

Funky Phonics is a bespoke phonics programme based on 'Letters and Sounds' and is designed to help practitioners and teachers to teach children how the alphabet works for reading and spelling. Systematic, high quality phonics teaching is essential and is needed for children to achieve the goal of reading and ultimately writing. Funky Phonics is aimed at securing fluent word recognition skills for reading by the end of Key Stage 1 and as an intervention in Key Stage Two. Although the teaching and learning of spelling, which children generally find harder than reading, will continue.

Whitby Heath has implemented the programme whereby six structured phases are followed broadly to accompany the Primary National Strategy's pace and progression. However, in Funky Phonics the phases are deliberately porous so that no children are held back or unduly pressured to move on before they are equipped to do so. Therefore, in Foundation and Key Stage One children are streamed into high quality, phased phonics groups within their year group.

### **Organisation of Phonics**

Funky Phonics is taught in EYFS and Year 1 and as an intervention in Year 2 for those children who did not pass the Phonics Screening Check in Year 1. Year 2 follow the Read Write Inc Programme. In Key Stage Two it is used as an intervention for those who have not succeeded phase five or six in year two.

Phonics Policy 2015, 2018

## **Foundation**

The children have a discrete phonics teaching input daily, working towards thirty minutes, by teachers and practitioners. All children start at Phase 2 and move on to Phase 3. The children are then streamed into ability groups, allowing children to consolidate phase 2 or 3 if necessary whilst others move through to phase 4 (these sessions may be taught with a whole class approach as the year progresses). The aim of the Foundation teachers is to ensure that the majority of children are ready for phase 5 when they enter Key Stage 1.

Foundation is working towards having constant and enhanced activities within the environment for the children to access during independent learning. The activities have learning outcomes specifically planned from the Letters and Sounds Document.

## **Key Stage One**

The children in Year One are taught phonics as a whole class. The Year Two children who did not pass the Year One Phonics check are taught phonics as an intervention ready for them to retake the Phonics Check. Year Two follow the Read Write Inc Programme. Year One have four 30minute phonics sessions a week and a spelling test/consolidating phonics lesson on a Friday. As a rule, the majority of children in year 1 should be working through phase 5. Teaching Assistants should be used for high quality planned interventions for those groups of children who are significantly below or significantly above their year groups expected phonics phase.

## **Key Stage Two**

The children in year three have phonics sessions as an intervention delivered by Teaching Assistants and tracked by a member of the phonics team.

## **Classroom Environment**

In Foundation and Key Stage One, teachers have developed the classroom environment to have a standardised, age appropriate display concentrating on both sounds and key words. This includes the schools own picture flash cards displayed prominently, as well as a 'tricky word' washing line. The Key Stage One classrooms also have displays for the children to 'apply' their knowledge from the taught sessions within literacy sessions. Foundation and Year One also use puppets or soft toys where appropriate to enhance phonics teaching.

## Assessment and Monitoring

All children in the lower school are to be tracked in reading and writing using the school's online tracking system (school pupil tracker online). This tracking system will be used by teachers in Key Stage Two to continue to track those children for whom phonics is necessary. Phonics assessment documents (accessible from the shared on server) are to be used at the end of each phase to assess each child's progress through phases 2 – 6.

Teaching of phonics is to be monitored by the phonics team through targeted observations.

## Planning and Teaching

*The processes by which children comprehend spoken language are the same as those by which they comprehend the words on the page; the difference being that the first relies upon hearing the words and the second upon seeing the words in written form.*

The above statement is key to the process of teaching high quality phonics at Whitby Heath. Phonics should be planned for and delivered using a two step rolling program, whereby each new letter or sound is recognised and then applied over two days.

	<b>Day One (Introduce/recognise new letter(s)/sound</b>	<b>Day Two (Application of new learning)</b>
<b>Revisit</b>	Previous letters or sounds. Use actions and songs. Revisit learnt tricky words on washing line with activity.	Previous letters or sounds. Use actions and songs. Revisit learnt tricky words on washing line with activity.
<b>Teach</b>	Teach new letter/ sound. Teach accompanying actions and songs. Teach new tricky word if applicable.	Formation of letter/sound. (Use to intro cursive in year two).
<b>Practice (differentiate)</b>	Blending and segmenting activity.	Using new letters or sounds in words or sentences. (Verbal)
<b>Apply (differentiate)</b>	Reading activity using new letters or sounds.	Using new letters or sounds in words or sentences. (written)

- Each session should be taught with an emphasis on 'fast and fun' activities. Phonics teaching at Whitby Heath should not place an over emphasis on the need for too much writing.
- Each classroom within Year One should use the same displayed phonics resources to allow for continuity and progression.
- The progression through each stage should be taken from the 'Letters and sounds' document. Planning should derive from this, however lesson ideas should be adapted by the teacher to fit the above format.
- Songs, actions and pictures should be taken from 'Funky Phonics'
- Phonics sounds and tricky words should be used to generate weekly spellings.
- The current weeks letters or sounds should be noted on weekly Literacy plans and reinforced where possible within English sessions.

### **Resources**

Shared resources for each phase will be accessible to all teachers and TA's in the 'Phonics Base'. At Whitby Heath we would also encourage teachers to make a bank of their own personal resources which are suitable to the phase that they teach. We also encourage teachers to share resources electronically using the phonics folder on the shared on server.