



Meadow Park Academy

Phonics Policy

December 2016

Phonics Policy

(To be reviewed December 2017)

Aims

- To teach pupils aural discrimination, phonemic awareness and rhyme awareness in order to encourage good spelling.
- To encourage repetition and consolidation, so that spelling becomes automatic.
- To encourage pupils to segment and blend.

Objectives

- To learn to read and write all 44 graphemes in the English language.
- To teach pupils specific strategies to help them remember tricky words.
- To ensure that the teaching of phonics is systematic, pacy, interactive and consistent throughout the school.
- To encourage pupils to apply their phonic skills in all curriculum areas.

The Curriculum, Teaching and Learning Expectation

Foundation - Teach Letters and Sounds daily for at least 20 minutes from Week 1 Term 1. Further consolidation is provided through continuous provision.

Children are assessed on entry to establish their oral blending and segmenting skills. This information is used to group the children by ability in 7 very flexible groupings. These groups change constantly, especially during the first few weeks, according to progress made, so that all children reach their full potential

We aim for all pupils in Foundation to have covered Phase 2 and 3 by the end of the year. At least half the class will have consolidated Phase 3 and will be using these phonemes in their writing and will be ready to start phase 4 in Year One.

Year One - Teach Letters and Sounds daily, Terms one and two then twice daily from January 2017, in whole class groups for up to 30 minutes using differentiated activities. They aim for all pupils to have completed phase 4 and 5 by the end of the year and be ready to start phase 6 in Year Two. MPA spelling sheets used for common exception words. From Term 3 MPA reading lists sent home twice a week and 12 children out of each class to have time 1:1 with adult at least once a day to practise their reading lists for the week.

Year Two - No Nonsense Spelling is introduced in Year 2. Teachers use the Pathway for Year 2 to help plan lessons. Children who have not passed the Year 1 phonic screening are taught Letters and Sounds daily in differentiated groups for 30 minutes to ensure pupils are reaching their full potential. They aim for all pupils to have

completed phase 6 by the end of the year also to regularly revisit the sounds and tricky words learnt throughout the Letters and Sounds programme.

Year Three - To teach Letters and Sounds daily for 30 minutes if at least 70% of the cohort have not completed the Letters and Sounds programme. If only a small proportion have not completed the required level than a daily intervention group should be in place. Year 3 also follow the pathway for Year 3 from No Nonsense Spelling but use activities from Letters and Sounds as appropriate

Key Stage Two - further interventions to run for pupils who have not completed the Letters and Sounds document.

Teaching and Learning Styles

- **The Academy uses the Letters and Sounds document and No Nonsense Spelling throughout the whole Academy. Our principal aim is to develop the pupil's phonological awareness, ability to segment and blend words and read tricky words on sight- to become fluent readers! Our teaching at all levels should include:**
- **Teacher exposition**
- **Whole class,paired,group and individual work**
- **Tricky word vocabulary**

Phonics Planning and Differentiation

Whole class teaching of phonics in KS1 and KS2 is planned on a Meadow Park Academy Planning form, found on the shared drive. Early Years split into differentiated groups for daily phonics sessions - Most of the teachers and TAs plan for their own groups. In KS1 Whole Class phonics is taught, most of which is planned by the class teachers. A mastery approach is taken to the deepening work which is undertaken by the more able, including investigations. In Y3 whole class phonics is taught for 30 minutes each day.

Careful thought will be given to the provision of appropriately structured work for pupils with SEND, often through intervention groups or those exceeding age related expectations through enrichment. The Academy has a variety of strategies to enable all pupils to have increased access to the curriculum through a broad-based, multi-sensory, visual, auditory and kinaesthetically planned phonics sessions.

Assessment and Reporting

Foundation :

An oral segmenting and blending assessment from Phonics Play Phase 2 is used to assess children on entry which is used to help group children by readiness for reading cvc words. At the end of week 4 The phonics play assessment is completed to show how well symbol/sound correspondence and oral blending/segmenting is developing. At the end of each 6 week term (or more frequently in Terms 1 and 2) pupils will be assessed on their progress and regrouped accordingly. Pupils are scored against Phonics Play assessments and these are put onto the whole school tracking document.

KS1

Pupils are assessed termly using phonic screening tests. The miscues are put onto a tracking grid. The teachers also analyse phonic spellings in a piece of assessed writing. Both assessments are used to group pupils according to the Phase needed. The pupils will be entered into their phase for the following term. Progress through the phases is tracked on separate Phase grids. The teacher will pass on this tracking grid to the next teacher for the following academic year. Staff will also hold meetings with parents and written annual reports are forwarded to parents in the summer term.

Y3: For those children who only just passed the Phonic screening when retested at the end of Y2 and for those yet to pass it there will be termly assessments as for KS1

National Phonic Screening

All pupils in Year One will be screened using the National Assessment materials in Term 6, end of June. If the pupils in Year One fail the screening they will be retested when they are in Year Two. This data will be submitted to the Local Authority.

The Role of the Phonics Coordinator

- To ensure that necessary teaching resources are identified, purchased/made and kept organised within the Key Stages.
- Encourage and organise/lead training for TAs, teachers and parents
- To keep abreast of current developments in the subject
- To support English coordinator in providing a strategic lead and direction for the subject in the school.
- To monitor the standards of children's phonics and the quality of teaching across the school by working closely with KH, the Assessment Co-ordinator
- Monitor tracking grids
- Monitor planning
- Monitor policy in conjunction with the Leadership Team.

Policy Status and Review Written by: Phonics Subject Leader
Owner: Phonics Subject Leader

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