



Childwall Church of England Primary School – Phonics Policy 2021



Purpose and Aims

Purpose: The purpose of phonics teaching at Childwall CE Primary School is to ensure that most children become successful, fluent readers and writers by the end of Key Stage One. This is achieved through providing discreet, high quality, systematic, synthetic phonics teaching that 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, interactive and investigative. To enable children to use their phonic awareness across the curriculum. To ensure that children know the 44 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 and decode 'tricky words' and 'high frequency words' on sight. To nurture a love of reading.

Provision

Children are provided with a variety of opportunities to develop and extend their phonics skills in and across EYFS and Key Stage 1. Teachers currently follow the Letters and Sounds document's principles and practice, supported by elements from Jolly Phonics and interactive activities from Phonics Play. From June 1st 2021 all phonics schemes will be revalidated and our school will decide which SSPP will work best for our children and our teachers. Children are taught in small groups of between 10-20 children. They are grouped according to their phonic knowledge which is assessed by the class teacher. As children progress at different rates, these groups are changed regularly. Where appropriate, Phonics will also be continued into Key Stage 2 to support those children who do not yet have the phonic knowledge and skills they need. A targeted intervention programme will be utilised to help these children. During guided reading, children will take part in a range of different phonics based games/activities to help deepen their understanding and see phonics in use in a range of contexts.

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 to reading/writing simple captions and sentences through segmenting and blending. By the end of year 1 most children should have progressed to the end of phase 5 in phonics. By this phase, most children should be reading words fluently and no longer be 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 discretely at the end of each phase and through Reading and Writing assessments. 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 attain threshold in the phonics screening check are highlighted for further intervention and targeted support before completing the screening check again at 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 and intervention has clear impact and that phonics learning is embedded throughout other areas of the curriculum. Resources and provision will be evaluated and updated 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 that the delivery of phonics is of high quality throughout the Key Stages.