

The Rookeries Carleton J, I  
& N School

# The Rookeries Carleton J, I & N School

Phonics Policy



**Date Reviewed: October 2018**

**Next Review Date: October 2019**

**Signed Chair of Governors:**

**Date:**

# The Rookeries Carleton J, I & N School

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## Phonics Policy

### Phonics Policy

At The Rookeries Junior and Infant School we have high expectations of all children and the aim of the phonics policy is to ensure they have a firm foundation on which to build reading skills. Phonics is taught systematically every day in the Early Years and Key Stage 1 classes. In Key Stage 2, the approach is carried on in spelling sessions and also intervention programmes for children who are not making sufficient progress. High-quality phonics teaching helps children develop their reading, writing, spelling and general communication skills. It helps secure the crucial skills of word recognition that enables children to read fluently, allowing them to concentrate on the meaning of the text. Activities are designed to teach word decoding and recognition skills as well as comprehension skills.

### 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.
- 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 lively, interactive and investigative.
- To encourage pupils to apply their phonic skills in all curriculum areas.

### The Curriculum

Nursery - Pupil to access differentiated phase one teaching through short guided groups daily and the learning environment provision. All Key Persons to segment and blend words regularly and to have a secure knowledge of the Letters and Sounds programme through CPD.

Reception - To teach Letters and Sounds daily for up to 20 minutes from the pupil's start date. To differentiate the groups to ensure pupils are reaching their full potential and support given is appropriate. All pupils to have completed phase 2 and 3 by the end of the year and be accessing phase 4 and 5 in the summer term in preparation for Year 1.

Year One - To teach Letters and Sounds daily for up to 20 minutes. To differentiate the groups to ensure pupils are reaching their full potential. 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.

Year Two - To teach Letters and Sounds daily for 20 minutes. To differentiate the groups to ensure pupils are reaching their full potential. 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 20 minutes as part of a daily intervention group will be in place.

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

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All children at The Rookeries read individual reading books using and following the Oxford Reading Tree Scheme.

### Teaching and Learning Styles

The Rookeries uses the Letters and Sounds document. Letters and Sounds is taught throughout the whole school. 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, group and individual work
- Tricky word vocabulary

### Phonics Planning

Whole class teaching of phonics is planned using the Letters and Sounds document. This includes the revisit/ review- teach- apply- assessment sections recommended by the Letters and Sounds document. All Early Years and Key Stage One classes split into differentiated groups for daily phonics sessions – each teacher plans for their own group and any teaching assistants who lead phonics groups will have plans provided for them by the class teacher.

### Differentiation

We aim to encourage all pupils to reach their full potential through the provision of varied opportunities to access phonics. We recognise that our phonics planning must allow pupils to gain a progressively deeper understanding of the phonetic structure of the English language as they move through school to ensure all pupils are provided with the key tools needed to become a fluent reader. 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 Rookeries 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

Opportunities for assessment will be identified in planning. Pupils are assessed half termly using assessment grids, this is a rigorous and consistent approach used throughout EYFS and KS1. At the end of half term pupils will be assessed on their progress and put into groups accordingly. 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.

### National Phonic Screening

All children in Year One will be screened using the National Assessment materials in the Summer Term. If the children in Year One fail the screening they will be retested when they are in Year Two in the Summer Term. This data will be submitted to the local Authority.

### The Role of the Phonics Lead

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## **Phonics Policy**

- Purchase, organise and maintain teaching resources
- Work collaboratively with Senior Management in organising intervention groups
- Assist with diagnosis and remediation of learning difficulties / challenge of Most Able (G and T)
- Offer specialist advice in supporting these children
- Lead phonic interventions
- Encourage and lead training for TAs, teachers and parents
- Being informed about current developments in the subject
- Provide a strategic lead and direction for the subject in the school
- Advise Senior Management of any action required (eg resources, standards etc)
- Monitor the standards of children's phonics and the quality of teaching across the school
- Assess phonic attainment each half term and monitor tracking grids