



Where Children Come First'

Phonics Policy

Phonics Policy

Intent

At Shepton Mallet Community Infant's School and Nursery, we place an emphasis on the teaching of reading to ensure all pupils can learn to read fluently and accurately. We believe that all pupils should leave primary school as fluent readers, who have a love of reading, and are able to comprehend a range of texts – we believe that this increases the accessibility of the wider curriculum for pupils.

Phonics is taught systematically and discretely as our initial approach for the teaching of early reading so that children have the skills they need to decipher new words and read fluently and confidently by the end of KS1. Alongside phonics, pupils engage in a broad and rich language and literacy curriculum to build vocabulary, narrative and storytelling skills to enable pupils to be able to read with understanding and enjoyment as they progress through KS1.

Through our phonics teaching, we aim for early readers:

- to confidently recall grapheme–phoneme correspondences and apply these in reading and spelling
- to apply the highly important skill of blending phonemes in the order in which they occur, all through a word, to read it
- to apply the skills of segmenting words into their constituent phonemes to spell
- to know that blending and segmenting are reversible processes
- to build pupil's sight vocabulary to aid fluent reading
- to work towards the automatic, fluent and effortless reading of all words through the repetition of blending, segmenting and manipulation of words.

Implementation

At Shepton Mallet Community Infant's School and Nursery we teach phonics following the Systematic Synthetic Phonics Programme, Bug Club Programme.

Children receive discrete daily phonics sessions including Phase 1 in Nursery and starting within the first week of Reception where grapheme–phoneme correspondences are introduced at a brisk pace in a clearly defined, incremental sequence. The Bug Club programme ensures that teaching recaps, reinforces and builds on previous learning to secure children's progress. Discrete sessions are multisensory, encompassing simultaneous visual, auditory and kinaesthetic activities to enliven core learning.

Our delivery plan is carefully constructed to give significant opportunities for pupils to rehearse blending and segmenting and application of their grapheme-phoneme knowledge. Pupils are challenged to apply these skills for reading and spelling within increasingly longer texts and facing less familiar words. Pupils move towards fluent word recognition and the automatic and effortless reading of all words both decodable and tricky. There are opportunities to reinforce and apply acquired phonic knowledge and skills across the curriculum and in such activities as supported reading with decodable texts and a wide range of topic related model texts.

Delivery Programme

The delivery programme for new learning is as follows:

EYFS – Nursery

Phase 1

EYFS – Reception

Term 1a: Phase 1 and 2

Term 1b: Phase 2 and 3

Term 2a: Phase 3

Term 2b: Phase 3 and 4

Term 3: Phase 4

Year 1

Term 1: Consolidation of Phase 3 and repeat of Phase 4 for application with fluency

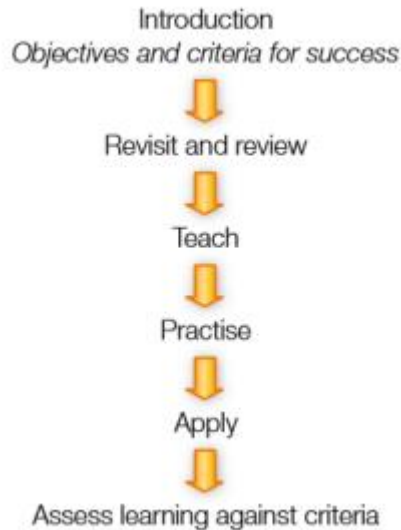
Terms 2-3: Phase 5

Year 2

Phase 6

Session Structure

Every day, each class in EYFS and KS1 receives a discrete four-part phonics session as laid out in Bug Club. Each session is structured as follows:



Teachers create weekly plans following the scheme of delivery and responding to the needs of their class, as identified through formative and summative assessment.

Supporting Learning

All discrete sessions and interventions are multisensory with children and adults using ICT and manipulative resources. Sessions are organised, planned and resourced to ensure that all pupils are engaged, involved and challenged throughout the course of the session. Sessions maybe whole class or small group according to the needs of the pupils.

To support pupils' retention of new learning, staff revisit this throughout the day before revisiting in their next phonics session. This ensures new learning builds on prior knowledge. Pupils are supported to apply their phonic knowledge throughout the curriculum through modelled and accessible learning resources. Each class has a set of flashcards, which provide a consistent reference point with the chosen image for each phoneme, and model the schools handwriting policy. Multisensory resources, including magnetic letters, are planned for and available to engage pupils and to ensure motor skills are not a barrier to developing phonic knowledge in line with expectations. All phonics skills are practised through the use of decodable books in our Guided Reading Sessions. Those children with additional needs, who are not yet able to access the systematic synthetic phonics programme are supported by a variety of evidence driven interventions.

Planning and Formative Assessment

Teachers plan opportunities to assess new learning within sessions to provide rapid intervention for individual pupils not grasping new learning. Pupils are taught in small groups in EYFS following the key worker model. Teachers will organise rapid intervention throughout the week when assessment within sessions indicate a child may need extra support.

In Year 1 and 2 children participate in their classes' new learning and then identified pupils move into small group targeted interventions. Individual pupil phonic records are kept for all phases.

Reception pupils apply their phonic skills when reading both at school and at home, using texts which are fully decodable, using their phonic knowledge. This continues in KS1 until pupils are fluent enough in their phonic acquisition to read banded books appropriate to their ability. These books focus on both phonetically decodable words and non-decodable high frequency sight vocabulary. They are matched to the pupils' ability.

In EYFS and KS1 teachers ensure pupils have access to model texts to reinforce target phonics which have been identified through assessments for their class. There is an expectation that pupils will apply their phonics learning for reading and spelling across the curriculum.

Impact

Summative Assessment

Individual pupil phonic records are kept for all phases. These are used as a summative assessment tool to assess and track pupil's knowledge of phonemes, high frequency words, blending, segmenting and letter names. Whole class and year group data is also produced allowing for analysis of pupil progress and identification of any gaps that have emerged to shape the teaching of phonics for the coming term for the class, groups and individuals, including any additional teaching intervention, which may be required.

In line with statutory requirements, all pupils in Year 1 undertake a phonics screening in Term 5. The results of this screening will be included in the annual summary report to parents for each individual pupil. Prior to this pupil will gain experience of accessing similar test materials as those used in the screening and a gap analysis will be conducted and used to address learning needs.

In line with statutory requirements, any pupils who do not meet the expected standard in the Year 1 phonics screen will be rescreened in again formally in Term 5 of Year 2. From September of Year 2 they will be monitored and supported through close teacher assessment and regular phonic interventions.