

Phonics Policy

Meir Heath Academy



Approved by: Mrs M Southern

Date: 20.10.17

Last reviewed on: September 2021

Next review due by: September 2022

COVID-19

Due to the additional closure of schools in the Spring term of 2021, from September 2021, a robust recovery plan of the teaching of phonics will be followed by all Key Stage One staff ensuring that gaps in learning are addressed. This will take place during the first half of the Autumn Term, 2021 and then reviewed thereafter.

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Aims and Objectives

It is our aim to ensure that our children:

- develop speaking and listening skills as preparatory to learning phonic knowledge and skills;
- receive high quality phonic work at the stage they are working at
- become fluent readers by the age of six.

Approaches to Phonics:

At Meir Heath Academy we believe that phonics teaching should be:

- Systematic
- Discrete
- Interactive
- Practical
- Engaging

Principles

Being able to read is the most important skill children will learn during their early schooling and has far-reaching implications for lifelong confidence and well-being. The independent review of early reading conducted by Jim Rose confirmed that 'high quality phonic work' should be the prime means for teaching children how to read and spell words. The review also highlighted the importance of developing from the earliest stages children's speaking and listening skills, ensuring that beginner readers are ready to get off to a good start in phonic work by the age of five. Such work should be set within a broad and rich language curriculum.

Teaching and Learning

Letters and Sounds is the program followed by Meir Heath Academy to help teach phonics to children from Reception to Year 1 and beyond for some pupils who require ongoing phonics teaching.

Planning: The school follows the systematic approach laid out in Letters and Sounds (DfE 2007) which we have adapted to meet the requirements of the new National Curriculum. Staff complete weekly plans for phonics which ensure progression and effective, high quality teaching.

Lessons: All children receive a daily phonics session lasting for approximately 20-30 minutes. All lessons follow the structure of 'Review, Teach, Practise, Apply' to ensure that children are consolidating phonic knowledge and skills over time and that they are able to apply

them in context. Consequently, wherever possible, links between phonics knowledge and understanding are made to learning in both Reading and Writing. These lessons proceed at pace and incorporate a wide range of practical and interactive activities to engage the children. These activities are carefully chosen to ensure that children develop their skills in aural discrimination and phonemic and rhyme awareness, blending and segmenting as well as grapheme-phoneme correspondence.

Classes: In both Reception and Year One, children receive daily whole class phonics sessions and where necessary some children will be supported / extended through additional guided sessions. These additional sessions are fluid allowing children to move from one group to the next when necessary to support their progress.

Resources: All teachers have a range of resources to use which are appropriate for the level at which the children are working. They include practical resources such as letter fans, online resources such as Phonics Bug, Phonics Play and ReadwithFonics etc. which should be used in every lesson to create a point of resonance. These resources can be added to so that children are continually engaged with their learning. There should also be age and phase appropriate displays in both Reception and Key Stage 1 classrooms and intervention rooms to support the teaching and application of phonics in Reading and Writing.

Intervention: Children who still need extra support to develop their phonic knowledge across Key Stage 1 and 2 are identified and targeted for intervention. There are a range of intervention strategies which the school uses and the most appropriate one is selected once a child's needs have been assessed.

Assessment

All pupils are closely monitored throughout phonic stages. Data is monitored by class teachers/ practitioners each term and groupings are reviewed to ensure children are receiving the correct amount of challenge.

Data is recorded termly on to DC Pro for formal analysis.

Pupils working below their expected Phase will receive additional intervention support.

Monitoring and Evaluation

The Phonics lead will monitor Phonics across the school through, learning walks and lesson observations, planning and book scrutiny, pupil and staff discussion and data analysis.

Training will be provided as a result of monitoring outcomes.

Policy written by: A. Fisher
September 2021