



CLIFFE V.C. PRIMARY SCHOOL

PHONICS POLICY

Title	Author	Approved		Review Date
Phonics Policy	AB / JT	Full Governing Body	Date July 2021	July 2023

CLIFFE VC PRIMARY SCHOOL'S POLICY FOR PHONICS IS BASED ON THE FOLLOWING PRINCIPLES :

- The ability to read is fundamental to many aspects of life.
- Reading is central to securing general progress and developing an understanding in a wide range of areas of the curriculum.
- The teaching of reading is to be given a high priority by all staff.
- Success in reading is crucial in developing children's self-confidence, motivation to learning, later life chances and quality of life in general.

AIMS :

- Develop fluent, confident and independent readers through a structured focus on word, sentence and text level knowledge.
- Encourage children to become enthusiastic and reflective readers by teaching them to understand and respond to a variety of texts.
- Give children the confidence to read aloud with expression and with clarity.
- Develop and extend the children's vocabulary through shared and guided reading.
- Help children to enjoy reading and recognise its value.

INTENT :

- At Cliffe School, we believe high-quality teaching of synthetic phonics is essential if children are to be in a strong position to decode words and learn skills which, once mastered, enable them to read fluently and to concentrate on the meaning of the text. We teach phonics systematically and discretely as the prime approach in the teaching of early reading (blending). Phonics skills can also be used to learn key skills in spelling (segmenting).
- Our phonics teaching is characterised by a planned structure, this is informed by the DfE



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'Letters and Sounds' scheme and delivered with mind to the 'Read, Write Inc' synthetic phonics scheme.

- 'Read, Write, Inc' is a well established, research backed scheme which is recognised by the DfE as appropriate and effective. The following principles underpin the scheme and our approach;
 - Children learn the English alphabetic code: first they learn one way to read the 40+ sounds and blend these sounds into words, then learn to read the same sounds with alternative graphemes.
 - They experience success from the very beginning. Lively phonetically decodable books are closely matched to their increasing knowledge of phonics and 'tricky' words and, as children re-read the stories, their fluency increases.
 - Delivery is based upon an introduction, prompts for thinking out loud and discussion, fast pace, praise and reinforcement. Active participation by all children is encouraged throughout and as pupils progress, they are helped to read with their 'storyteller's voice'.

IMPLEMENTATION :

- Phonics is taught as a discrete lesson at least three times weekly (a minimum of 15 minutes) throughout the Foundation Stage and Year One. On the days children do not have a discrete phonics lesson, they are applying their phonics skills within English lessons and the wider curriculum to embed their learning and expose children to real texts.
- As far as possible all phonics sessions should include a multi-sensory approach.
- Extension groups and/or support groups may be put in place for those pupils not making required progress. These groups may be led by the class teacher or TA. These will not replace access to main, teacher led phonics session but instead supplement them.
- In Key Stage Two we use the intervention programme 'Toe by Toe' for those children who have not accomplished phase five or six in Y2 alongside other high-quality intervention resources closely matched to the children's needs.
- Beginner readers are taught:
 - Grapheme–phoneme correspondences in a clearly defined, incremental sequence.
 - To apply the highly important skill of blending (synthesising) phonemes in the order in which they occur.
 - To apply the skills of segmenting words into their constituent phonemes to spell words.
 - That blending and segmenting are reversible processes.
- High quality phonics teaching involves:
 - A broad and rich curriculum that engages children in a range of activities and experiences to develop their speaking and listening skills and phonological awareness.
 - A multi-sensory approach encompassing visual, auditory and kinaesthetic activities to enliven core learning.
 - A structure mindful to pace and effectiveness, so that the great majority of children should be confident readers by the end of Key Stage 1.



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- Systematic teaching which follows a carefully planned programme with fidelity, reinforcing and building on previous learning to secure children's progress.
 - Discrete teaching at a brisk pace
 - Opportunities to reinforce and apply acquired phonic knowledge and skills across the curriculum and in such activities as shared and guided reading.
 - An emphasis on the precise enunciation of phonemes.
 - Careful assessment and monitoring of children's progress in developing and applying their phonic knowledge.
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- Parents/carers are involved in the phonics learning journey. Children are given bookmarks with tricky 'red' words, flash cards and regular communication in home-school journals. Occasionally the class teacher releases support videos on our online platform 'Seesaw' to help support consistency of teaching between school and home.
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- Expectations for the Core Groups In YR Y1 & Y2 :
- Reception Year :
 - Phase 1 (10 weeks) - to be half completed by Christmas.
 - Phase 2 (10 weeks) - recommence in January and complete by February half term.
 - End of Reception- secure to the end of Phase 3 (10 weeks) and commence Phase 4.
 - Year 1:
 - Phase 4 revisited (5 weeks) and completed before commencing Phase 5 (30 weeks)
 - End of Year 1 - core and extension groups secure on Phase 5
 - Year 2:
 - Revisit much of Phase 5 (6 weeks) and phase 6 (30 weeks)
 - End of Year 2 – core and extension groups entirely familiar with Phase 6
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- New members of staff (class teachers and teaching assistants) will be offered training as part of an induction programme. Existing members of staff will also have access to training on a two year rolling programme.

IMPACT :

- Assessment and Record Keeping.
 - Assessments will be updated half-termly on the phonics progress tracking sheet (FS and Y1) which shows both group and individual progress. Teaching Assistants will also contribute to record keeping to help inform class teachers.



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- Each term the EYFS and / or English Curriculum Leads will monitor attainment by speaking to a number of children who are secure at the relevant core group phase.
- Year 1 pupils and those pupils in Year 2 who were not previously successful will undertake statutory 'Phonics Checks', as according to the timetable set by the DfE. The results of these will be reported to parents / carers.
- What do we do If we feel a child is not making progress?
 - Children who are struggling to acquire the vital skills of blending and segmenting will be given as much help as possible. In the second term of the FS children who are struggling to remember the first set of sounds, having difficulties in blending or otherwise making slow progress relative to their peer group will require support individually or in a small group. Parents / carers will be informed. The Read Write Inc phonics tutoring 1:1 programme may be used depending on the specific needs.
 - Staff must consider whether the child has hearing difficulties in which case parents/carers will be informed.
 - If after two consecutive half terms of additional support there is still inadequate progress, the class teacher should use his/her professional judgement to consider if a move to further support within the SEND sphere should be considered. Parents / carers will be informed.
 - Children who have phonics gaps in KS2 should be supported through quality intervention materials including 'Toe by Toe' and 'Phonics Play' activities.