



Mill Hill
Primary Academy
INSPIRING CREATIVITY & ACHIEVEMENT

Phonics Policy

“The more you read, the more things you will know. The more that you learn, the more places you'll go.”

Theodor Seuss Geisel (March 2, 1904 – September 24, 1991)

Approved: September 2016
Reviewed: September 2018
Next review date: September 2020

“The best primary schools in England teach virtually every child to read, regardless of the social and economic circumstances of their neighbourhoods, the ethnicity of their pupils, the language spoken at home and most special educational needs or disabilities. A sample of 12 of these schools finds that their success is based on a determination that every child will learn to read, together with a very rigorous and sequential approach to developing speaking and listening and teaching reading, writing and spelling through systematic phonics. This approach is applied with a high degree of consistency and sustained.”

Ofsted: Reading by Six. 2012

Mill Hill Primary Academy has a clear, consistent, whole school approach to the teaching of Phonics. Ofsted’s ‘Reading by Six’ report (2012) has been used to inform policy and practice at Mill Hill. High quality teaching of phonics is the key to developing independent readers and is given the highest priority. We want ‘every child to be a reader’ and we implement a very rigorous and sequential approach to developing speaking and listening and teaching reading, writing and spelling through systematic phonics.

Criteria for assuring high-quality phonic work: (Ofsted – Reading by six. 2012)

- Present high-quality systematic, synthetic phonic work as the prime approach to decoding print, i.e. a phonics ‘first and fast’ approach.
- Enable children to start learning phonic knowledge and skills using a systematic, synthetic programme by the age of five, with the expectation that they will be fluent readers having secured word recognition skills by the end of key stage one
- Teaching of discrete, daily sessions progressing from simple to more complex phonic knowledge and skills and covering the major grapheme/phoneme correspondences
- Enable children’s progress to be assessed
- Use a multi-sensory approach so that children learn variously from simultaneous visual, auditory and kinaesthetic activities which are designed to secure essential phonic knowledge and skills
- Demonstrate that phonemes should be blended, in order, from left to right, ‘all through the word’ for reading
- Demonstrate how words can be segmented into their constituent phonemes for spelling and that this is the reverse of blending phonemes to read words
- Ensure children apply phonic knowledge and skills as their first approach to reading and spelling, even if a word is not completely phonically regular
- Ensure that children are taught high frequency words that do not conform completely to grapheme/phoneme correspondence rules
- Ensure that as pupils move through the early stages of acquiring phonics, they are invited to practise by reading texts which are entirely decodable for them, so that they experience success and learn to rely on phonemic strategies.

Aims

- To teach children 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 children to segment and blend.

We want our children:

- To learn to read and write all 44 graphemes in the English language.
- To learn specific strategies to help them remember common exception words.
- To experience teaching of phonics which is lively, interactive and investigative.
- To apply their phonic skills in all curriculum areas.

Teaching staff and Teaching Assistants should:

- Model good practice in use of phonics strategies.
- Ensure that classrooms are well stocked with attractive and appropriate resources for the teaching of phonics.
- Keep up to date with record keeping and assessment.
- Ensure training is kept up to date and relevant to match the needs of groups and individual children they teach.

Phonics Teaching and Learning at Mill Hill Primary Academy.

We use the Letters and Sounds programme at Mill Hill, as updated to meet the needs of the new national curriculum. Our principal aim is to develop the children's phonological awareness, ability to segment and blend words and read common exception 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

We teach phonics as follows:

Nursery: Children 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: We teach Letters and Sounds daily for 20 minutes from the child's start date. We differentiate the groups to ensure children are reaching their full potential and appropriate support is given. Our aim is that all children will have completed phase 2 and 3 by the end of the year and be ready to start phase 4 in Year One.

Year One: We teach Letters and Sounds daily for 30 minutes from the child's start date. We differentiate the groups to ensure children are reaching their full potential and appropriate support is given. Our aim is that all children will have completed phase 4 and 5 by the end of the year and be ready to start phase 6 in Year Two.

Year Two: We teach Letters and Sounds daily for 30 minutes from the child's start date. We differentiate the groups to ensure children are reaching their full potential and appropriate support is given. Our aim is that all children will have completed phase 6 by

the end of the year and that they are given opportunities to regularly revisit the sounds and common exception words learnt throughout the Letters and Sounds programme.

.Year Three: Our policy is to teach Letters and Sounds daily for 20 minutes if at least 70% of the cohort have not completed the Letters and Sounds programme. If only a small proportion have not completed the programme- an intervention group can be set up to support this group.

Across Key stage Two: Further interventions to run for children who have not completed the Letters and Sounds Programme.

Phonics across the Curriculum:

Children are encouraged to use their phonic skills across all curriculum subjects. All teachers and teaching assistants model the correct articulation of the phonemes and children are given opportunities to articulate individual phonemes. We have a strong emphasis on the application of phonic knowledge at the point of learning. Planning ensures each phonics session shows evidence of new learning not just consolidation.

Phonics Planning:

Whole class teaching of phonics is planned in accordance with the school's Phonics planning format. This format includes the revisit/ review- teach- apply- assessment sections recommended by the Letters and Sounds programme.

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. Some more experienced teaching assistants will plan for their own groups.

Differentiation

We aim to encourage all children 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 the school to ensure all children 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 children with SEN, often through intervention groups. The school have a variety of strategies to enable all children to have increased access to the curriculum through a broad – based, multi-sensory, visual, auditory and kinaesthetically planned phonics sessions.

The most able children within our school, including those children who are Gifted and Talented, are identified so that their individual needs are acknowledged. Planning attempts to ensure that the level of challenge is appropriate to their specific needs.

The Early Years Foundation Stage:

We encourage the development of Literacy skills in the Reception class as this is part of the Early Years Foundation Stage. We relate the Literacy development of the children to the objectives set out in the Development Matters and Early Learning Goals. The children's learning includes developing letter and sound recognition, word building and word recognition as part of their phonic, spelling and handwriting development and they follow the Letters and Sounds programme.

Assessment and Reporting:

Opportunities for assessment will be identified in planning. At the end of each phase in Letters and Sounds children will be assessed on their progress and put into groups accordingly. Children are assessed termly. The class teacher will decide which phase the child should start to be assessed at and if they achieve a high result on the assessment grids they will try the next phase up; and vice versa if they do not achieve well.

The teacher will pass on the pupil assessment information 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 Term 6, end of June. If the children in Year One fail the screening they will be retested when they are in Year Two. This data will be submitted to the local Authority.

The Role of the Phonics Coordinator:

- Purchase, organise and maintain teaching resources.
- Assist with diagnosis and remediation of learning difficulties / challenge of Most Able, including G&T and offer specialist advice in supporting these children.
- Manage a delegated phonics budget and keep spending within it
- 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 the Head Teacher of any action required (eg resources, standards etc)
- Monitor the standards of children's phonics and the quality of teaching across the school.
- Monitor tracking grids.

Equal Opportunities:

The teaching of phonics will be in accordance with the present policy for Equal opportunities. We aim to provide equal access to phonics for those children with Special Educational Needs and those pupils who are very able and require extension activities, through small group work, through the support of teaching assistants where available and through carefully differentiated activities.

STAFF DEVELOPMENT AND TRAINING:

We are fully committed to ensuring all our Teachers and Teaching Assistants have access to high quality, up to date training to ensure that provision is of a high quality. Training needs will be reviewed on an annual basis as part of our whole school CPD provision.

Partnership with Parents:

Co-operation and support from parents is paramount if a child is to become a successful and competent reader. At Mill Hill Primary we are fully committed to strong partnership working between home and school. It is our policy to send phonetically decodable reading books home regularly and to encourage parents and carers to contribute to their child's reading development, welcoming comments in individual reading diaries.

We are also committed to offering parents and family members' regular opportunities to engage in workshops to enable them to gain a better understanding of what and how we teach at Mill Hill. We strongly believe that this effectively supports parents and family members to build upon work done in school, thus further enhancing opportunities for our children to progress, achieve and attain.

This policy will be subject to a formal review every two years or sooner if significant changes occur.

Due for Review: September 2020