



Phonics Policy

2022-23

Our Aim

Our aim at Marsh Lane Primary School is for children to develop a love of reading and to become confident, secure readers by the end of Key Stage 1. We want our children to quickly develop automatic decoding skills and to progress rapidly from 'learning to read' to 'reading to learn.'

The ultimate goal of learning to read is comprehension. It follows that, in order to comprehend written texts, children must learn to recognise – decode – the words on the page. The Rose Report (2006) identified that the teaching of an effective, systematic, synthetic phonics programme is the most effective approach to teaching children to read.

The Department for Education reaffirms this view and requires all educational settings to implement such a programme. We teach reading through Pearson's Bug Club Phonics – one of the government's approved providers.

Intent

At Marsh Lane Primary School, we aim to deliver high quality phonics teaching which secures the crucial skills of sound/ word recognition that, once mastered, enable children to read fluently and automatically enabling them to concentrate on the meaning of the text. We do this by ensuring knowledge is taught through appropriate coverage, content, structure and sequencing and that our phonics programme is implemented effectively to the bespoke needs of our children.

We aim to establish consistent practice, progression and continuity in the teaching and learning of phonics and spelling throughout the school. We do this through responsive teaching, assessment and good subject knowledge and pedagogy so that the curriculum is rich and varied to appeal to all learners. Within the phonics program we give children word work strategies that will enable them to become fluent readers and confident writers.

Implementation

RECEPTION & KEY STAGE 1

Bug Club Phonics is one of the DfE's approved phonics teaching programmes and aims to help all children learn to read by the age of six in a fun and accessible way. Following its own proven progression, the programme matches the National Curriculum and Early Learning Goals and follows the progression outlined in Letters and Sounds. It uses well known characters from children's television; interactive games and rewards to keep the children motivated.

Reading Material: Bug Club Phonics decodable readers match the order in which grapheme-phoneme correspondences are introduced in class, giving children the opportunity to practise their blending skills and to consolidate their knowledge. Each child is allocated the relevant eBook to match with the correct phonic phase. The eBooks are invaluable in helping pupils practise reading at home as they include a phoneme pronunciation guide to aid pupils' blending skills.

Assessment: Bug Club Phonics includes formative and summative assessments. The daily sessions include whole class revision and new phoneme focus sections which identify those children who need immediate extra support during the subsequent guided independent work. Digital games are also provided to offer ample opportunities to assess pupils' progress in a low-stakes, fun way. Summative assessments are included at the end of each unit and phase ensuring frequent and detailed feedback for teachers to act on.

Adaptation: Bug Club Phonics is purposefully designed to keep all pupils together as much as possible. The Clackmannanshire research (which underpins the programme) showed that keeping the children together during the daily Phoneme Sessions fostered a sense of social inclusion and boosted the performance of the children who were progressing more slowly. Bug Club Phonics is carefully mapped out to ensure teachers can cover the required curriculum before the Year 1 Phonics Screening Check. There are guidelines on how to pace the lessons and units within the teacher guides. Within each lesson, there are opportunities for independent work, where differentiated resources can be used, such as the differentiated Language Session worksheets (from unit 5 onwards) to ensure the work given to each pupil is demanding, challenging and builds their knowledge.

Phonics Screening Check: In the summer term, Year 1 children will take a Phonics Screening Check in which children will be expected to read 40 decodable 'words'. This progress check identifies those children not at the expected level in reading – and these children will be re-checked in Year 2.

Phase 6: Children who are secure at phase 5 go onto phase 6, focusing on spelling. Sessions include direct teaching of spelling strategies, proofreading, high-frequency words. This will be completed in spelling lessons and homework activities.

Additional Support: If there is a need, pupils will be given extra support to help them improve reading skills and make progress. Support will also be provided for older pupils who may be experiencing difficulty in reading/writing because they have missed or misunderstood a crucial phase of systematic phonics teaching.

KEY STAGE 2

Some children continue to require support to consolidate their phonological understanding through Key Stage 2. This support is delivered in a variety of ways:

- Phonics Small Groups
- 1:1 Reading and phonics intervention including:
 - Catch-Up Literacy
 - Nessy Spelling and Nessy Phonics

TIME AND ORGANISATION RECEPTION & KS1

Five 25 minute phonics sessions are taught each week. Generally, a new phoneme (phoneme-grapheme correspondence) will be introduced in four of these sessions (Monday – Thursday) with a review session taking place on Friday.

Follow-up tasks are available in Reception for independent work and are used in Key Stage 1 as both Early Morning Tasks and independent tasks during Guided Reading. Each class also runs Guided Reading sessions and a literacy lesson every day. In Reception, children are also heard read 1:1 at least once every week. In Key Stage 1, priority readers are heard as frequently as every day as necessary. Books and book bags are sent home each night and every pupil has a reading record to enable school/parent communication. Reading books are exactly matched to a child's phonic ability through Reception and Key

Stage 1 using the Bug Club Phonics books. These are also available as digital books. Throughout the school, children receive rewards when they read at home and this is communicated in the reading record.

HOME/ SCHOOL PARTNERSHIP- PARENTAL INVOLVEMENT

Reading workshops are provided for parents to come in and learn about the way that phonics is taught. This takes the form of an introduction to phonics followed by participation or observation of a modelled phonics lesson. Booklets to support the learning are shared offering advice for supporting phonics at home.

THE ROLE OF THE HEADTEACHER –

- To ensure that the National Curriculum is implemented.
- To encourage and support the subject leaders approach to English development across the Curriculum.
- To support and encourage all staff in the teaching of English.
- To promote English in school.
- To make necessary resources available to enable the development of English.

THE ROLE OF THE SUBJECT LEADER

- To review and monitor the planning, teaching and assessment of Phonics and follow-up concerns.
- To promote English across school.
- To provide good examples of the teaching of Phonics in the classroom.
- To make resources available.
- To plan for future development through action plans.
- To work alongside staff when required.
- Attend relevant courses and give information back to staff.
- Arrange INSET courses for staff.
- Encourage parental involvement.

ROLE OF THE STAFF

- To ensure that phonics is used in the classroom in line with the National Curriculum.
- To implement the teaching of phonic with fidelity to our chosen scheme (Bug Club Phonics).
- To assess the children's progress and ensure interventions are in place for those not making the expected progress.
- To ensure that there is equality of opportunity in the teaching of phonics.
- To inform the co-ordinator of any problems which may arise in the implementation of phonics.
- Teach and assess the children in phonics.

ROLE OF THE GOVERNING BODY

- The Governors will monitor the development and implementation of Phonics in school.

Policy Ratified on October 2022

Policy Reviewed October 2023

Signed by _____ Chair of Governors