



# PHONICS POLICY

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Adopted by the Governing Body on \_\_\_\_\_

Signed: - Chair of Governors: \_\_\_\_\_

As reflected in the minutes dated: \_\_\_\_\_

Review Date	Changes made	By whom
<p><b>September 2018</b></p>	<p><b>Change</b> Letters &amp; Sounds replaced by No Nonsense Phonics as the scheme used throughout the school.</p> <p><b>Change</b> Lively, interactive and investigative to structured and rigorous.</p> <p><b>Added</b> A daily phonic session takes place every morning where pupils are taught through a whole class teaching approach.</p> <p><b>Deleted</b> Opportunities for assessment will be identified in planning. Key Stage One children have weekly spelling tests.</p> <p><b>Deleted</b> The class teacher will decide which booklet 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.</p> <p>All phonics levels will be recorded and tracked to show progress made. The teacher will pass on this tracking grid to the next teacher for the following academic year.</p> <p><b>Assessment added</b></p> <p>At the end of each No Nonsense Phonics booklet children will be assessed on their progress and put into groups accordingly. Extra phonic support will be given to children as necessary. This will be via a TA intervention group.</p> <p><b>Change</b></p> <p>Literacy co-ordinator changed to English subject leader and English Co-ordinator added to clarify role of Phonics co-ordinator</p>	<p><b>Pauline Ives</b></p> <p><b>English and KS1 Lead</b></p>

# Ashfield Infant and Nursery School

## Phonics Policy

### Rationale

At Ashfield Infant and Nursery School we strive to ensure all children become fluent readers by the end of Key Stage One.

### Aims

- To teach children aural discrimination, phonological 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.

### Objectives

- To learn to read and write all 44 graphemes in the English language.
- To teach children specific strategies to help them remember tricky words.
- To ensure that the teaching of phonics is structured and rigorous
- To encourage children to apply their phonic skills in all curriculum areas.

### Teaching and Learning

A daily phonic session takes place every day where pupils are taught through a whole class teaching approach.

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.

The school uses the No Nonsense Phonics scheme which is taught throughout the whole school. Our principal aim is to develop the children's phonological awareness, ability to segment and blend words and read tricky 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

### Phonics Planning

The No Nonsense Phonics scheme is followed, with children completing the No Nonsense booklets.

### 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. Our school has a variety of strategies to enable all children to have increased access to the curriculum through broad based, multi-sensory, visual, auditory and kinaesthetically planned phonics sessions.

### The Early Years Foundation Stage

We encourage the development of Literacy skills in the Reception unit 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 Foundation Stage Curriculum, 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 No Nonsense Phonics programme.

## Assessment and Reporting

At the end of each No-Nonsense Phonics booklet children will be assessed on their progress and put into groups accordingly. A phonics tracker is used to record progress and pinpoint precise interventions needed. Extra phonic support will be given to children as necessary. This will be via a TA intervention group.

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 at the 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 (English) Coordinator

- Purchase, organise and maintain teaching resources
- Assist with diagnosis and remediation of learning difficulties / challenge of Most Able. 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 Headteacher of any action required (eg resources, standards etc)
- Monitor the standards of children's phonics and the quality of teaching across the school

## 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

## Professional Development

Ashfield Infant & Nursery School firmly believes that continuing professional development for all staff features highly in the school improvement plans to aid the development of the children.

All school staff receive regular CPD opportunities. All aspects of No-Nonsense Phonics teaching is monitored by the Phonics coordinator on a regular basis, teaching is observed and plans are scrutinised with feedback given and support allocated accordingly.

## Monitoring and Review

The monitoring of this policy will be the responsibility of the English Subject Leader in conjunction with the Leadership Team.

**Signed:**

**Date:**

**Due for Review: June 24**

