



Policy: PHONICS

Introduction

The teaching of phonics at St. John's Meads Primary School will follow the sequence set out in *Letters & Sounds: Principles and Practice of High Quality Phonics* published in 2007.

Letters and Sounds is based on the findings in the Rose Report which suggested that 'high quality phonic work' should be the prime means for teaching children how to read and spell. It suggests that a systematic phonics programme should be accessible to all children by the age of five.

What is Phonics?

- The knowledge of the alphabetic code and how these sounds are combined to correspond to the spoken word.
- Phonemes are the sounds which are made by blending letters to correspond to the spoken word.
- Graphemes are the written equivalent of phonemes.

Delivery of Phonics

Our phonics teaching is supported primarily by the Letters and Sounds Planning, and any other additional resources the class teacher sees fit to cater for the specific children's needs.

- All teachers will seek to teach multi- sensory approaches to phonics taking into account the different learning styles including visual, auditory and kinaesthetic.
- Across KS1 phonics is taught using similar approaches.
- Clear links are made to phonics in all areas of the curriculum when children are reading and writing, so that children can apply what they are learning across different subjects.
- All KS1 classes have a phonics display to support the children's learning.

Progression in Phonics

The six phases of the *Letters and Sounds* document provides a structure for teachers to follow and plan for children's progression, although the boundaries between the phases are not fixed. This allows teachers to plan across the phases depending on the class needs.

Phonics sessions will start in Reception Class and become an integral part of the daily learning. Reception will reinforce the key elements of Phase 1 in the first term of the academic year and will start phase 2 as soon as the children are ready. Phonics lessons progress through years 1 and 2 with the aim that year 2 teachers will strive to expose all children to the key elements of phase six by the end of the academic year.

It is proposed that year 3 should carry on the teaching and learning of the letters and sounds programme for those children who are not able to move on to learning through spelling. This is to ensure that all of the children achieve the six phases of learning and continue to apply and use their phonetic knowledge and skills throughout key stage 2.

Assessment

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Date: September 2017

Review: September 2020



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Children's achievement and progress across the phases of phonics is carefully assessed and tracked using the format provided by East Sussex County Council. Year 1 and 2 also use a school-based tracking system. Each individual child is assessed on a regular basis, usually termly. As a result of assessment, children are enabled to progress at their own pace and according to their own needs.

Children are officially assessed by the Statutory phonics screening test in the summer term of Year 1.