



## **1. RATIONALE**

- 1.1 At Coughton CE Primary we strive to ensure all children become fluent readers by the end of Key Stage One.

## **2. AIMS**

- 2.1 To teach children aural discrimination, phonemic awareness and rhyme awareness in order to encourage good spelling.
- 2.2 To encourage repetition and consolidation, so that spelling becomes automatic.
- 2.3 To encourage children to segment and blend.

## **3. OBJECTIVES**

- 3.1 To learn to read and write all 44 graphemes in the English language.
- 3.2 To teach children specific strategies to help them remember common exception words (tricky words).
- 3.3 To ensure that the teaching of phonics is lively, interactive and investigative.
- 3.4 To encourage children to apply their phonic skills in all curriculum areas.

## **4. THE CURRICULUM, TEACHING AND LEARNING**

### **4.1 Expectations**

- 4.1.1 Reception - To teach Letters and Sounds daily for 20 minutes. To differentiate the groups to ensure children are reaching their full potential and support given is appropriate. For all children to have completed phases 1, 2, 3 and 4 by the end of the year and be ready to start phase 5 in Year One.
- 4.1.2 Year One - To teach Letters and Sounds daily for 20 minutes. To differentiate the groups to ensure children are reaching their full potential. For all children to have completed phase 5 by the end of the year and be ready to start phase 6 in Year Two.
- 4.1.3 Year Two - To teach Letters and Sounds daily for 20 minutes. To differentiate the groups to ensure children are reaching their full potential. For all children to consolidate phase 5 where needed and to have completed phase 6 by the end of the year. To have developed knowledge of the updated spelling patterns from the National Curriculum September 2014.
- 4.1.4 Key Stage Two- further interventions for children who have not completed the Letters and Sounds Programme with the advice of the English Leader.

### **4.2 Phonics across the Curriculum**

- 4.2.1 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.

### **4.3 Teaching and Learning Styles**

- 4.3.1 The school uses the Letters and Sounds Programme. Letters and Sounds 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 (Common exception words).

### **4.4 Phonics Planning**

- 4.4.1 Whole class teaching of phonics is planned on a Coughton CE Primary Planning form, found on the staff drive under coordinators- literacy- phonics- planning- whole class. This format includes the revisit/ review- teach- apply- assessment sections recommended by the Letters and Sounds document.
- 4.4.2 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.

### **4.5 Differentiation**

- 4.5.1 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.
- 4.5.2 Careful thought will be given to the provision of appropriately structured work for children with SEN, often through intervention groups.
- 4.5.3 The school has a variety of strategies to enable all children to have access to the curriculum through a broad, multisensory approach to planning phonic sessions.
- 4.5.4 The most able children within our school are identified so that their individual needs are met. Careful planning ensures that the level of challenge is appropriate to their specific needs.

### **4.6 The Early Years Foundation Stage**

- 4.6.1 We encourage the development of English skills in the Reception class as this is part of the Early Years Foundation Stage.
- 4.6.2 We relate the English development of the children to the objectives set out in the Development Matters and Early Learning Goals.
- 4.6.3 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.

## **5. Assessment and Reporting**

- 5.1** Opportunities for assessment will be identified in planning. Key Stage One and Key Stage Two children have weekly spelling tests (see our Phonics and Spelling Programme). 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 using the assessment grids and they are then saved under Phonic Assessment tracking grids on the School's data tracking system. The class teacher will decide which phase the child should start on by liaising with the previous teacher where appropriate. The class teacher will plan appropriate next steps and intervention where needed, for the children in their class based on the data and submit to the English Leader for monitoring.
- 5.2** The teacher will pass on this tracking grid to the next teacher for the following academic year. Staff will also report to parents through Parent Meetings and written reports.

## **6. National Phonic Screening**

- 6.1** All children in Year One will be screened using the National Assessment materials in the summer term. If the children in Year One do not reach the required standard. They will be retested when they are in Year Two. The School is required to submit this data to the Local Authority.

## **7. The Role of the English Leader**

- 7.1** Be informed about current developments in the subject
- 7.2** Provide a strategic lead and direction for the subject in the school
- 7.3** Monitor the standards of children's phonics and the quality of teaching across the school through;
- 7.4** Monitoring tracking grids in order to;
- 7.5** Identify and lead training for TAs, teachers & parents;
- 7.6** Advise the Headteacher of any action required (eg resources etc)

## **8. Resources**

- 8.1** We use a variety of materials to support the teaching of phonics including:
- Jolly phonic actions booklet
  - Sound button flash cards
  - Bug Club flashcards
  - Resources from the internet
  - Plastic letters
  - Whiteboards and pens

## **9. Equal Opportunities**

- 9.1** The teaching of phonics will be in accordance with the present policy for Equality and 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 and through carefully differentiated activities.

## **10. Professional Development**

**10.1** Coughton CE Primary firmly believes that Continuing Professional Development for all staff is key to pupil progress and features highly in the school's Rapid Improvement Plan.

**10.2** All school staff receive regular CPD opportunities. All aspects of Letters and Sounds teaching is monitored by the Phonics coordinator on a regular basis, tracking grids are checked, teaching is observed and plans are scrutinised with feedback given and support allocated accordingly.

## **11. Monitoring and Review**

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

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