

Horsley Cof E Primary School Phonics Policy



The leader for Phonics in our school is: Mrs. Bennett

INTENT

Rationale: Phonics is a key skill that supports the development of early reading skills. At Horsley, we combine quality phonic teaching and the promotion of reading for pleasure to provide our pupils with the skills they need to have a successful start to their lives as readers.

Ambition: Using the DFE validated scheme **Essential Letters and Sounds (ELS)**, we intend our pupils to be able to:

- Recognise, say and write all phonemes within each phase of **Essential Letters and Sounds**
- Use their phonic knowledge to blend and segment phonetically decodable words
- Use their phonic knowledge to attempt to read and write more complex words
- Read and Spell, Harder to Read and Write words
- Write clearly, accurately and coherently, using their phonic knowledge

IMPLEMENTATION

In order to implement our intent, we have:

- A DFE validated scheme of work that teaches specific, relevant and ambitious vocabulary (**Essential Letters and Sounds**)
- A cohesive and consistent approach to teaching phonics, where daily sessions follow the same structure
- Ensured that staff are equipped with the necessary professional development to deliver our curriculum
- Daily Phonics sessions in Early Years, Key Stage 1. Ensuring the children learn the 44 phonemes of the English language
- A progressive scheme of work where the teaching of phonics begins in Reception and progresses with the children at a sustained pace.
- Children improve their ability to segment and blend sounds, and their ability to apply this knowledge into their reading and writing
- Small and focused group teaching to target children's specific next steps
- A rigorous assessment system that informs teaching
- Use appropriate ELS interventions to ensure children **Keep Rather Than Catch Up**
- Regular reading opportunities and story times for all children in school
- A Phonics Screening Check for Year 1 in the summer term and for those in Year 2 who need to re-sit
- A subject leader who monitors teaching and learning to improve standards and outcomes
- A link governor who liaises with the subject leader in order to monitor and improve standards
- A curriculum that meets the needs of all pupils (including SEND)

IMPACT

Through implementing the above:







- Pupils will be confident in their phonic knowledge
- Pupils will be able to blend and segment words confidently
- Pupils will pass the Phonics Screening Check

- A culture where a secure knowledge of phonic sounds enables reading for pleasure as part of our reading curriculum.

Key features of the Teaching of Phonics:

Key teaching features	
Me, then you	The teacher says something, and then the children repeat it exactly.
Provide opportunities	Practice and repetition are key. There is no 'down time' in the lesson – a consistent fast pace is maintained. Children have many opportunities to: <ul style="list-style-type: none"> • Hear the sound or word • Say the sound or word • See the sound or word • Read the word • Write the word • Use new vocabulary.
Provide modelling	Every single aspect of the lesson is modelled for children. As teacher, your main purpose is not to test the children but to teach them.
Active teaching and learning	ELS lessons are active – children are engaged at all times, whether joining in with a 'drum roll' to introduce the new sound, using 'robot arms' or 'tracking the teacher' as you move around the room.

All children being taught phonics will be familiar with the Key Teaching Features:

Key teaching features	
Spelling sequence	<p>Encourage children to follow the sequence:</p> <ul style="list-style-type: none"> • Say the word  • Stretch the word  • Segment the word  • Blend the word  • Count the sounds within the word  • Say the whole word  <p>This sequence can be used for any word where the children have been taught the GPCs within the word.</p>

Weekly Lesson Structures

Teaching new phonemes and graphemes (phase 2, 3 and 5):

Day 1	Day 2	Day 3	Day 4	Day 5
Review Teach new sound Practise Use the Apply sound-specific sheet Review	Review Teach new sound Practise Use the Apply sound-specific sheet Review	Review Teach new sound Practise Use the Apply sound-specific extract sheet Review	Review Teach new sound Practise Use the Apply sound-specific extract sheet Review	Review newly taught sounds for the week, previously taught graphemes, and harder to read and spell (HRS) words Practise – reading and writing words Apply – reading decodable books and writing phrases and sentences

Weekly lesson structure for review weeks and phase 4 learning where no new graphemes are taught:

Day 1	Day 2	Day 3	Day 4	Day 5
Review Teach and practise Apply	Review Teach and practise Apply	Review Teach and practise Apply	Review Teach and practise Apply	Review Teach and practise Apply

Please read the Essential Letters and Sounds Handbook for more detailed information on the Teaching of Phonics.