



# PHONICS POLICY

## School Mission Statement

At Garstang Community Primary School we treasure each and every one of our pupils. We create inspirational learning opportunities in a vibrant, supportive environment in which our pupils grow together and are excited about their future in an ever changing world.

## Aims

- We recognise the individuality of each of our pupils and nurture them emotionally, socially, spiritually, morally and culturally.
- We create inspirational learning opportunities within an exciting curriculum which equips our pupils with the skills and knowledge needed to be successful in a dynamic world.
- Our pupils become enterprising, inquisitive young people with high expectations of themselves and a lifelong love of learning.
- We develop strong partnerships with parents, creating an atmosphere of mutual trust, and working together to provide the very best for our pupils.
- We create opportunities for our pupils to be active participants in the local and global communities and to develop an understanding of their place in the world.

Policy created: July 2016

Date reviewed	Changes made	Signed

# Garstang Community Primary School English Curriculum Policy

## Phonics

July 2016

At Garstang Community Primary School we recognise that achievement in reading and writing in the primary phase plays a huge part in the future life chances of our pupils. The English language enables us to learn, acquire knowledge and gives us the tools to think for ourselves and be creative. It provides us with the ability to communicate our ideas and emotions, and allows us to understand the ideas and emotions of others. Furthermore, English enables us to experience other cultures, countries and periods of time, allowing us to enter new worlds and extend our immediate experience.

We strongly believe that a rigorous, engaging programme of phonics teaching, equips our pupils with the tools they need to get reading and writing early on in their school careers.

### **Aims of Phonics Teaching at Garstang Community Primary School**

The aim of our phonics teaching is quite simple: to give our pupils the tools they need to be able to read and write. Our systematic approach to the teaching of phonics ensures that our pupils develop a secure knowledge and understanding of GPCs (Grapheme-phoneme correspondences). That is, letters and the sounds they represent. This knowledge and understanding enables our pupils to blend when decoding unfamiliar words for reading, and provides them with the skills to segment sounds when spelling. During phonics lessons, our pupils learn how to form the letters of the alphabet and develop their handwriting skills. Multisensory, exciting sessions motivate and engage our pupils in their learning. The relationship between reading, spelling and handwriting is made explicit and every phonic session creates opportunities for our pupils to read and spell using the GPCs they learn.

### **Organisation**

In EYFS and Key Stage 1, our daily phonics train runs for 20 minutes each morning, immediately following registration. Our pupils are organised into clearly differentiated, small teaching groups which enable them to make rapid progress. These sessions are led by well trained teachers and TAs who make ongoing, rigorous assessments of pupils' progress and identify the next steps in their learning. Planning for our phonics sessions is in line with 'Letters and Sounds' (DfE 2007).

It is expected that our pupils will progress through the phonics programme in the following stages:

- Phase 2: EYFS Autumn Term
- Phase 3: EYFS Spring Term and Summer Term 1
- Phase 4: EYFS Summer Term 2
- Phase 5: Year 1
- Phase 6: Year 2 (using No Nonsense spelling)

A typical learning sequence is as follows:

### Revisit and Review

Practise previously learned GPCs

Practise oral blending and segmentation

### Teach

Teach a new GPC

Teach blending and segmenting

Teach one or two tricky words

### Practise

Practise reading and spelling words with the new GPC through a variety of engaging games and activities

### Apply/Assess

Read and write activities to apply the new learning

Opportunities for teachers to assess the learning

During our phonics sessions, a variety of engaging teaching methods are using, including teacher demonstration, modelling, games, singing, handwriting and other practical activities. Pupils will be given opportunities to secure their spelling of 'tricky' words.

### **Assessment:**

Assessment in phonics is an ongoing, continuous process with teachers responding to the needs of their pupils. Ongoing records of our pupils' progress are kept and reported termly to the Headteacher.

### **Phonics across the curriculum**

Our pupils understand that their phonic skills enable them to read and write independently and they are given opportunities to apply their phonic knowledge right across the curriculum. Opportunities are created through continuous provision and other independent learning activities, during guided reading and through direct teaching.

### **Parental Involvement**

We recognise and appreciate the huge part that parents play in their child's progress. The parent's role in supporting their child's progress with phonics for reading and spelling is a key focus of our annual EYFS and Key Stage meetings. Additionally we regularly deliver parental information workshops on the subjects of phonics.

Parents are kept informed of their child's progress in reading through the use of an individual reading record, which follows each child from school to home each day. Should we have any concerns about a child's progress in phonics, we speak to parents at the earliest opportunity to discuss how their child might best be supported.

### **Role of the Subject Leader**

The subject leader is responsible for improving the standards of teaching and learning in Phonics through monitoring, evaluation and by developing a strategic vision for the future. Activities to be regularly undertaken by the subject leader include:

- monitoring and analysis of pupil work samples, teacher's plans and lesson observations
- analysis of data, both internally tracked and nationally published
- auditing, evaluating and monitoring CPD and its impact
- purchasing resources, ensuring effective use of the available budget
- supporting colleagues and identifying CPD
- keeping up to date with curriculum developments
- managing our school library
- provision of intervention
- monitoring and evaluating the quality and effectiveness of the learning environment
- reporting to the school's Governing Body

### **Conclusion**

This policy should be read alongside other school policies including:

- English Policy
- Spelling Policy
- Handwriting Policy
- Teaching and learning policy
- Assessment, marking and feedback policy
- SEND policy
- Computing policy
- Equal opportunities policy
- Acceptable use policy