



# 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: September 2016

Date reviewed	Changes made	Signed
July 2017	Full review	ST
October 2019	Full review.	SN

## English Curriculum Policy - Phonics

**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.**

**This Policy should be read alongside the GCP English Curriculum Policy.**

In EYFS and Key Stage 1, phonics is taught daily for 20 minutes. During this session, our pupils learn about sounds and the letters that represent them. Pupils are taught that they learn phonics in order to be able to read and write. Strong links are made between the skills of phonics, reading, writing, spelling and handwriting.

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

The aim of our phonics teaching is 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 (See Handwriting Policy). 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.

### Implementation

In EYFS and Key Stage 1, phonics sessions run for about 20 minutes each morning, immediately after registration. In this session, well trained teachers will mainly teach phonics to the whole class. Alongside this, well trained TAs may run small targeted intervention groups. During both sessions, teachers and TAs undertake ongoing, rigorous assessments of pupils' progress and use these to identify the next steps in their learning.

## English Curriculum Policy - Phonics

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 and Spelling Shed)

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 to the Headteacher. At the end of Year 1, all pupils undertake the statutory Phonics Screening Check. Those pupils who did not meet the standard in year 1 or who were not tested are re-checked at the end of year 2 (typically aged 7).

### 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.

## English Curriculum Policy - Phonics

### Parental Involvement

See page 10 of the English Curriculum Policy.

### Role of the Subject Leader

See page 11 of the English Curriculum Policy.

### Linked Policies

This policy should be read alongside other school policies including:

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