

# Kentmere Academy and Nursery

## Phonics policy



Kentmere Avenue Rochdale OL12 9EE

Tel: 01706 647533 Web: [www.kentmereacademy.co.uk](http://www.kentmereacademy.co.uk)

Email: [info@kentmereacademy.co.uk](mailto:info@kentmereacademy.co.uk)

## Mission statement

We are proud to be a happy, diverse and inclusive school where everybody matters.

## School Aims

- **H**elping to challenge inspire and motivate each other.
- **A**iming high, achieving excellence.
- **P**romote and value excellent progress.
- **P**ositive contributions to the school and wider community.
- **Y**OU CREATE YOUR OWN FUTURE!

## Rationale

Phonics is:

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

If children are to develop as competent readers and writers, it is vitally important that they have a secure understanding of the letter sounds and corresponding graphemes, as well as the spelling system of the English language.

## Aims

- To teach pupils aural discrimination, phonemic awareness and rhyme awareness in order to encourage good spelling.
- To encourage repetition and consolidation, so that spelling becomes automatic.
- To provide the knowledge and skills in order for pupils to segment and blend.
- To learn to read and write all 44 graphemes in the English language.
- To teach pupils specific strategies to help them remember age appropriate key words.
- To ensure that the teaching of phonics is lively, interactive and investigative.
- To encourage pupils to apply their phonic skills in all curriculum areas.

## Organisation

The children are assessed half-termly and grouped according to their ability from The Foundation Stage to the end of Key Stage 1. These assessments are recorded and progress tracked using the phonics tracker. Lessons are then planned and taught by both teachers and teaching assistants in order to consolidate previous learning and teach new phonemes. Children are challenged and supported within the group, where appropriate or re-assessed when needed. These lessons are taught daily for a 45 minute period.

## Teaching of Phonics

The Read, Write Inc. phonics scheme is used as the primary phonics program in Reception and Year 1 and is recognised as a highly effective program in addressing the school aims by improving phonic knowledge and skills. Any children who have not achieved the expected standard in phonics by the end of Year 1 must continue to be taught using the program in Year 2. The programme supports children in Foundation Stage working towards achieving the objectives of the Early Learning Goals for Literacy and the transition of this into Key Stage One.

Read Write Inc. should also be used as a catch up programme for children in Key Stage two who have not succeeded in securing set 3 phonics in Year 2 and are thus not ready to move onto the Year 3 spelling curriculum.

The Nursery children are to be taught Phase 1 phonics using the objectives and activities from the Letters & Sounds document. This phase reflects the development stages for communication, language and literacy in the Early Years Foundation Stage. It paves the way for a programme of systematic phonic work to begin (Read, Write, Inc.) Phonics sessions in the Nursery are to be taught daily by teachers and teaching assistants in small groups lasting for 15 minutes. In addition, constant and enhanced activities are to be set up in the environment for children to access during the independent learning. Phase 2 phonics is taught using the Read Write Inc scheme, as and when appropriate.

Children from Reception to Year 2 are to be taught phonics using the Read, Write, Inc. scheme, using sets 1-3 based on the ability of the children and planned according to their needs. Like Nursery, the Reception class should have activities in the environment for children to access during independent learning.

Children in Year One sit the Year 1 phonic screening test during the summer term. Children who do not reach the pass level on the Year 1 phonics screening test will be retested the following summer.

Once children are secure with their phonics knowledge and have completed the Read, Write Inc scheme and are reading fluently, they will begin the Key Stage 1 spelling program. All Year 2 children move onto the Y2 spelling program in the Spring term, in preparation for SAT tests.

## Planning

Planning begins from a thorough understanding of children's needs gleaned through effective assessment and tracking, combined with high expectations and ambition for all children to achieve.

Class teachers and teaching assistants complete medium term plans which consist simply of objectives that they plan to teach during the term (based on their understanding of what children need to learn next). From this, weekly plans are completed using the agreed pro-forma.

The group teacher completes weekly plans for the teaching of phonics. These weekly plans list the specific learning objectives for each lesson through a structured teaching approach and give details of how the lessons are to be taught. These plans are monitored by the subject leader and members of SLT throughout the year.

## Assessment

Assessment for learning should occur through the entire phonics lesson, enabling teachers/ teaching assistants to adapt their teaching/input to meet the children's needs.

Children with specific gaps in their learning will complete a phonics intervention in order to 'plug the gaps'. This will be planned by the class teacher and delivered daily, where possible, by a teacher or teaching assistant. At the end of the intervention, children will be reassessed in order to track the progress from start to finish.

The children are assessed half-termly and grouped according to their ability from Foundation to the end of Key Stage 1. These assessments are recorded and progress tracked using the phonics tracker.

Children in Year One sit the Year 1 phonic screening test during the summer term. Children who do not reach the pass level on the Year 1 phonics screening test will be retested the following summer.

## Benchmarks:

By the end of Year one all children will be able to:

- Have learned phonic decoding to an age appropriate standard.
- Give the sound when shown any grapheme taught.
- Blend phonemes in order to read words.
- Know most of the common grapheme-phoneme correspondences.
- Read phonetically decodable one syllable and two syllable words.
- Apply phonic knowledge and skill in order to read unfamiliar words and those which are not completely decodable.
- Recognise and read frequently encountered words automatically.
- Read three-syllable, phonically decodable words.
- Read a range of age appropriate texts fluently.
- Demonstrate an understanding of age appropriate texts.
- Read by the age of 6.

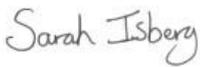
## Display and Resources

Each classroom has a Read, Write Inc. speed sounds chart which can be referred to throughout phonics lessons and during other lessons to maintain phonics expectations in all subjects. Application Stations are used to support phonics learning with clearly labelled resources available for children to independently select, to support their learning.

All classes have a range of Read, Write Inc resources to support learning within the groups.

## SEND

Phonics teaching is made accessible to as many pupils as possible and adjustments to schemes of work will be made as required. Teachers will liaise with the English coordinator and SENCO in order to analyse how children with specific needs respond to the teaching of phonics. It is the role of the teacher to ensure that every child in their class has equal and balanced access to the teaching of phonics and to ensure that it is differentiated appropriately.

Signed:  Sarah Isberg (headteacher)

Date: July 2017

Agreed by the Governing Body: July 2017

Review July 2019