



# Brady Primary School

## Phonics Policy





## **Aims of Brady Primary School**

### **“Inspiring teaching, for ambitious learners”**

At Brady Primary School our ethos is built around our 4 core values of Dedication, Inspiration, Respect and Achievement. These help us to provide a safe, caring and stimulating environment, which offers opportunities:-

- For everyone within the school to reach their full potential and develop self-worth, self-confidence, the ability to take responsibility for their own individual actions, and resilience.
- For everyone within the school to have a sense of wonder, an enthusiasm for learning and help children to develop as independent thinkers and learners with enquiring minds.
- To encourage and develop a respect and understanding for others.
- To develop all partnerships, small and large, from the individual parent to the wider community and beyond to support children’s learning.
- To give children access to a broad and balanced creative curriculum to attain the highest possible standards in relation to prior attainment through assessment, teaching and learning.

### **Equal opportunities and Inclusion**

At Brady Primary school we believe that every child is entitled to equal access to the curriculum, regardless of race, gender, class or disability.

We are committed to promoting learning and teaching environments, for all that embed the values of inclusive educational practices.

Through a child-centered approach, we aim to ensure that education is accessible and relevant to all our learners, to respect each other and to celebrate diversity and difference.

### **Ration ale**

At Brady Primary School, we believe that literacy and communication are key life skills. This policy outlines the teaching, organization and management of phonics at Brady Primary School. The statutory requirement to teach high quality phonics is fulfilled mainly through the Read Write Inc scheme of work at Brady Primary.



## **Aims**

- To present high quality, systematic phonics teaching based upon the Read Write Inc scheme of work.
- To enable children to become confident, secure readers who can apply phonic skills competently in order to read for pleasure, secure basic writing skills and to be well prepared for the phonics screening check.

## **Objectives**

- To enable children from the very beginning of their school life to spell phonetically plausible words and a growing number of high frequency words correctly.
- To enable children to have the opportunity to read words and texts that are specifically designed to build confidence and progression quickly
- To ensure all children make progress, by regularly assessing children's knowledge and ensuring they are in small, differentiated groups
- To ensure all children and staff use the same vocabulary and structure when teaching and applying phonics.
- To teach children to decode texts at speed so that they can comprehend what they have read, and to teach children to spell effortlessly so that all of their resources can be directed towards composing their writing

## **What is Phonics?**

Phonics is primarily a way of teaching children to read, but also supports early writing development.

Children are taught how to recognise the sounds that each individual letter makes, identify the sounds that different combinations of letters make and blend these sounds together from left to right to make a word.

Children are taught to apply this knowledge to then blend and segment new unseen words. Research shows that when phonics is taught in a structured way – starting with the easiest sounds and progressing through to the most complex – it is the most effective way of teaching young children to read. It is particularly helpful for children aged 5 to 7. Almost all children who receive good teaching of phonics will learn the skills they need to tackle new words. They can then go on to read any kind of text fluently and confidently, and to read for enjoyment. Children who have been taught phonics also tend to read more accurately than those taught using other methods, such as 'look and say'.

## **The teaching of phonics**

The teaching of phonics will happen daily in Nursery, Reception, Year 1 and for children in Year 2. These lessons will be streamed based on the capabilities of the children in the cohort and will be up to an hour long. The children will be taken by specially trained staff, (teachers and teaching assistants) for these lessons.



The RWI lessons are based on 6 principles:

1. Participation; children work in partners and all children participate fully in the learning.
2. Praise; a vital part of the programme.
3. Pace; children are grouped according to their level so that the sessions are pacy and keep the children engaged throughout.
4. Purpose; all children know the reasons for each part of the learning: we are going to learn a new sound/read words with our sound/spell words with our sound.
5. Passion; all RWI sessions are delivered by the staff with enthusiasm and with passion for the learning.
6. Perseverance; the programme enables every child to become a fluent reader and has catch-up programmes in place for the children requiring a little extra so that no one gets left behind.

The phonics lessons in EYFS and KS1 are structured as revisit/review, teach, practice and apply which follows the RWInc scheme, structure and lesson plans.

During these lessons the children will be taught to:

- Decode letter-sound correspondences quickly and effortlessly, using their phonics knowledge and skills
- Read 'tricky' (red words) on sight
- Understand what they read
- Read aloud with fluency and expression
- Spell quickly and easily by segmenting the sounds in words

In **Nursery**, the focus of phonics teaching will be provided by following the RWInc scheme. Before introducing the initial sounds, work will take place around identifying known sounds and working on spoken language. A 10-15-minute phonic lessons will take place every day, plus much of the overall learning will be influenced by key skills such as rhythm and rhyme and alliteration.

In **Reception**, the children should be able to confidently use and apply at the minimum Set 1 by the end of the year. Most will also apply Set 2 knowledge and some children will be exposed to Set 3, if their assessment shows they are ready. Children will complete work into phonics when learning a new sound. The knowledge and skills the children



learn in their phonics lessons will be evident through their individual reading development and their Writing books and Learning Journeys.

In **Year 1**, children will follow the RWInc lessons, being regularly assessed to check progress. The KS1 Phonics Screening check occurs in June. Children will progress through the levels of RWI throughout the year. Generally, children at the beginning of Year 1 will recap Set 2 and progress into Set 3 sounds by summer term.

At the start of **Year 2**, all being well, children will begin the year being able to read all Set 3 sounds and apply this knowledge to their RWI lessons. Children working at the expected level will be working on blue and then grey level books for reading and writing, with extra focus on comprehension and fluency in reading and grammar skills within the Get Writing. By the end of Year 2 most children will have successfully completed the RWI scheme and will move onto guided reading lessons.

Any pupils who did not pass their screening check in Year 1 will also have this opportunity to repeat the check in Year 2. They will receive additional interventions to aid them in passing the assessment.

### Vocabulary

Staff and children will use specific vocabulary.

> Green words are phonetically plausible

> Red words are high frequency words that are at this stage not phonetically plausible and therefore to be learnt.

> Staff will refer to 'phonemes' 'diagraphs' 'trigraphs' 'split diagraphs' but also explain these in layman's terms, e.g. diagraph "two letters one sound". Children will learn that a letter is a 'grapheme'.

> Children will learn 'blend' and 'segment', not simply "sound it out what does it say?"

Fred fingers must be used to identify the sounds in words. For example; when segmenting the word. 'green' we would say g, r, ee, n and hold up 4 fingers, as this word has 4 sounds.

### Classroom set-up

Where appropriate and if discussed with the phonics lead, other resources may be used to support this learning. In Reception and Year 1 the RWInc frieze must be visible to support letter formation. In Reception, the Simple Sounds chart should be available for the children to use from the Summer Term. This should move with the children into Year 1, and in the Spring term this should be replaced with the complex speed sounds chart. In all intervention rooms where phonics is taking place, a speed sounds chart will be visible to further support the children.

### Assessment



The Phonics Lead will periodically ask for assessment data, check books and discuss pupils with staff to offer advice and direction. The children will be assessed during the last week of every half term and from there the streamed groups can be organized and interventions planned for the following term. All assessments taken during the final Summer term will be passed over to the next Year group for continuity into the following year.



Staff development

Teachers are expected to keep up to date with subject knowledge and use current materials that are available in school or online. Training needs are identified as a result of whole school monitoring and evaluation, performance management and through induction programmes. The Phonics Lead will arrange for relevant advice and information, such as feedback from courses or newsletters, to be disseminated. Additional adults who are involved with intervention programmes will receive appropriate training that may be school based or part of central training.

Assessment, Recording and Reporting

All staff will assess their children’s phonic knowledge at least termly, often half termly. These assessments will determine progress, inform planning and any children who need to change grouping. Children will formally be assessed for their Reading skills at the end of Reception against the Early Learning Goal as well as the Phonics Screening Check in Year 1. Any children who may require additional support to retake the Phonics screening Check in Year 2 will remain on the intervention programme.

Inclusion and Equal Opportunities

It is our aim to give every child the opportunity to experience success in learning and be the best that they can be. All children have an entitlement to access reading and spelling strategies at an appropriate level and are fully supported to do this. We understand that some pupils have specific learning requirements, which we will work closely with their LSAs and external agencies to support when necessary. We also acknowledge that there are many other effective strategies that must be taught for enabling successful, competent readers. Please see the Literacy Policy for detail.

Review

This policy will be reviewed the Literacy Lead. Any alterations that come from this review will be discussed with the Headteacher and ratified by the teaching staff and appropriate governing body sub-committee.

Chair of Governors .....

Date ..... Headteacher



..... Date

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