



ASPIRATIONS



Oriel Academy West London
an Aspirations Academy

PHONICS POLICY

APPROVED	Autumn	2022
REVIEW	Autumn	2023

Aims

- To present high quality, systematic phonic work as defined by the Rose Report and incorporated in the EYFS and Literacy Framework.
- To enable children to start learning phonic knowledge and skills from Nursery age, with the expectation that they will become fluent readers, having secured word building and recognition skills, by the end of Key Stage One
- To ensure that children apply phonic knowledge as their first approach to reading and spelling, even though all words do not conform to regular phonic patterns.
- To ensure that children are taught high frequency words that do not conform to regular phonic patterns.
- To ensure that children have opportunities to read texts and words that are within their phonic capabilities as early as possible, even though all words may not be entirely decodable by the children unaided.
- To encourage children to attempt to spell words for themselves, within the range of their phonic knowledge, by building an individual repertoire and the confidence and strategies to attempt the unfamiliar.
- To help children to apply the skill of blending phonemes in order to read words.
- To help children to segment words into their constituent phonemes in order to spell words.
- To learn that blending and segmenting words are reversible processes.
- To teach children that phonemes should be blended from left to right through the complete word, in order for it to be read.

Delivery of Phonics

- The teaching of phonics is to be based on the 'Letters and Sounds' scheme. This is to be supported by the actions used in the Cued-Articulation programme.
- Initial sounds are to be taught in a specific order. (appendix?)
- Sounds taught should be 'pure' ie 'b', not 'buh' as this is central to phonic teaching and ability to recognise sounds in words.
- Blends are to be declustered. eg bl is two specific sounds: 'b' and 'l'.
- Children are to be taught that the number of graphemes in a word always corresponds to the number of phonemes. This greatly aids spelling.

Organisation

- On entry to school, children are assessed as to their phonic knowledge.
- Where possible, children are taught in ability groups.
- Phonic work will be incorporated into daily Literacy lessons as well as having daily, discrete Phonic lessons.
- Multi-sensory activities will be included in the teaching of phonics so that various teaching styles can be encompassed.
- Reading and spelling will begin with CVC words and progress to vowel sounds.
- ICT opportunities are used where appropriate.

Foundation Stage

Key Stage 1

Key Stage 2

Assessment

- Teachers are to record phonic progress on the tracking grid half-termly. Children are only to be recorded on a 'Phase' when they are secure in that Phase. (appendix?)

Inclusion

- It is our aim to give every child the opportunity to experience success in learning and to be the best that they can be. We appreciate that some pupils will have specific learning and assessment requirements. We actively audit the learning environment to remove any potential barriers to learning and assessment.
- Teaching strategies are planned to make lessons and the learning environment more conducive for children with specific learning differences through whole class practices and planning for individual children.
- Teachers are to include all pupils fully in their daily phonic lessons.
- Within the phonic sessions, teachers are to plan for differentiated work, appropriate to individual children's needs.

Equal Opportunities

- All children have an entitlement to access reading and spelling strategies at an appropriate level and are helped to do this.

Foundation Stage

Nursery

- On-entry – Phonics on-entry assessment – mark down 's' if children recognise sound and 'n' if children can name the letter. This assessment to be done on-entry, at end of each term and end of summer (July).
- Phase 1 – to be integral part of Nursery throughout the year.
- In January – Parent meeting to formally introduce phonics program and cued – articulation. Meeting to also introduce parents to what to expect with reading during Nursery.
- Start introducing sounds to children in the order of Phase 2 from 'Letters and Sounds'.
- After all Phase 2 sounds have been formally taught as a whole class, introduce and model blending through whole class and small group activities.

Reception

- On-entry – Phonics on-entry assessment – mark down 's' if children recognise sound and 'n' if children can name the letter. This assessment to be done on-entry, at end of each term and end of summer (July).
- Phase 1 to continue to be integral throughout Reception year.
- After October half-term, parent meeting to formally introduce phonics program and cued-articulation. Meeting to also introduce parents to what to expect with reading during Reception year.
- After Christmas, begin Phase 3. After Easter, begin Phase 4.
- All children to be formally taught all of Phase 2 and 3 regardless of ability.
- Reception co-hort to be split into 4 groups – differentiated for ability (even if all teaching same Phase initially).
- After Phase 3 has been taught, the 4 phonic groups will be differentiated further by teaching different phases.
- Each adult to change phonic group every 2 weeks so that all adults get to teach all ability groups.