



## Phonics Policy

### **Intent**

We want children to have the skills to decode words in order to be able to read fluently with understanding of what they have read. We aim to encourage a love of literature and an enjoyment of reading for pleasure, and to use reading to provoke thought within children. The teaching of phonics is of high priority in our school. Through the teaching of systematic phonics, our aim is for children to become fluent readers by the end of key stage 1. Children can then focus on developing fluency and comprehension throughout the school.

### **Implementation**

We use the Department of Education approved document 'Letters and Sounds' for our teaching of phonics across the school. All of our staff, including support staff, complete training to enable them to deliver the program successfully. This allows our phonics teaching and learning to be progressive from Reception where they continue to build on their listening skills, review Phase 1, and are introduced to Phase 2 which marks the start of systematic phonics work. They have discrete, daily phonics sessions where they revise previous learning, are taught new graphemes/phonemes, practise together and apply what they have learnt. Through Letters and Sounds, the children are taught the 44 phonemes that make up all the sounds required for reading and spelling. These phonemes include those made by just one letter and those that are made by two or more. Children work through the different phases and as they grow in confidence and experience, they are introduced to alternative ways of representing the same sound. Children also learn Common Exception words that do not follow the phonetic decoding works (known as Tricky words). Each term, pupils are assessed to ensure they receive a focused and appropriate delivery of the scheme.

To compliment our formal Phonics lessons and complete a phonics 'scheme', children access the Collins 'Big Cat' Reading Scheme. The Big Cat books are matched carefully to the child's decoding skills and Phase of phonics that they are working at. The books are designed so that children can apply the phonics skills that they have learnt. Children begin by looking at, discussing and taking home picture books to share with their families.

Attainment in phonics is measured by the phonics screening test at the end of Year 1. All pupils in Year 1 must take the check, unless they have no understanding of grapheme-phoneme correspondences. This includes pupils who join the school just before, or during, the check window.

As children reach the end of the phonics scheme, they begin formal reading lessons, this usually begins in Year 2.

March 2021