

**West Row
Academy**

West Row Academy

Phonics Policy

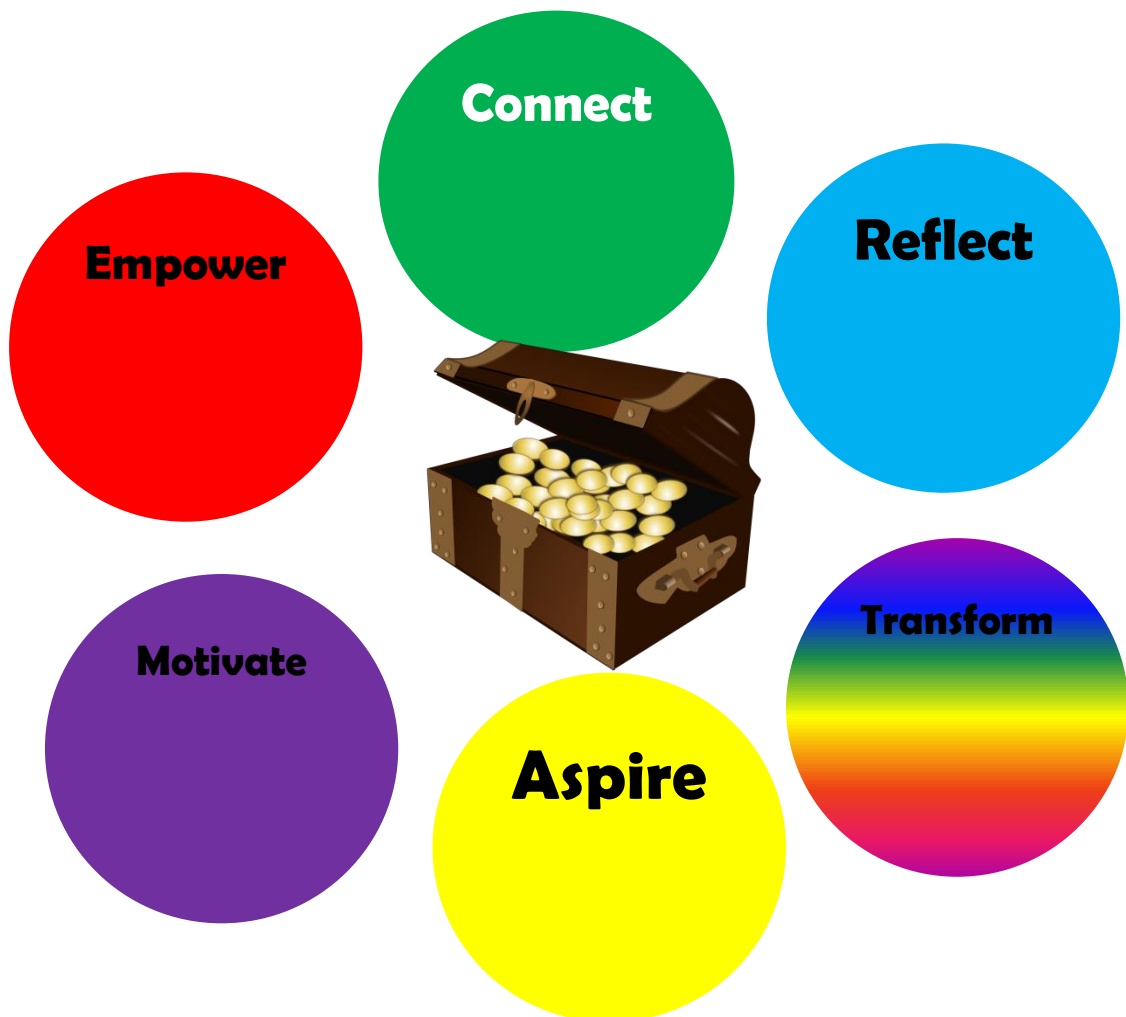
2019

West Row Academy

'Empowering everyone to achieve excellence'

At West Row Academy, we are driven to:

- Empower students to be responsible, resilient and confident learners
- Support students to be self-aware with the ability to regulate their emotions
- Aspire to be the very best
- Be motivated to be curious, challenge themselves and one another
- Make a difference to our local and global community
- Be able to take control and transform in an ever-changing world.



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Phonics Policy

Introduction

Reading is a vital skill that supports children's learning and ability to access the wider curriculum. As a school, we will ensure that our children are taught to read with fluency, accuracy and understanding through daily discreet teaching and cross-curricular learning opportunities. We encourage a love of reading and produce lifelong readers.

Intent

At West Row Academy we want all children to be **empowered** to progress academically regardless of their background, needs or abilities to develop their reading skills. We want to **motivate** children to develop a love of reading and **transform** them to become lifelong readers with high **aspirations**.

Key Principles

- Ensure children have a secure phonological knowledge and use a phonics first approach to reading.
- Instil children with a love of reading that lasts a lifetime.
- Develop children's understanding of a variety of high quality text types including non-fiction, fiction and poetry.

Implementation

At West Row Academy we will achieve this by providing children with daily phonics teaching from the first day of school.

- In Early Years, Year 1 and Year 2, children are taught systematic synthetic phonics on a daily basis for 30 minutes.
- Letter sounds, high frequency and common exception words are introduced in the same order as the Letters and Sounds programme and in the National Curriculum document. Our lessons are sequential and begin with simple sounds progressing to complex sounds.
- In each session children will learn a new sound and common exception word. They will then revisit previously taught sounds and apply these within words. Next they will apply their new sound through reading and writing. Finally they will read new and previously taught common exception words.
- Children will be taught to apply their sounds by practising blending (putting sounds together to make words) and segmentation (breaking words into sounds).
- Children are taught on a whole class basis through the main strategy of 'my turn' (where a teacher models how to read), 'together' (where teachers and children read together) and 'your turn' (where children read on their own).

- Phonics in the Early Years and Year 1 is reinforced by continuous provision activities on offer during independent free flow sessions. Staff observe and interact to assess extend children's learning.
- We stream children across Early Years, Year 1 and Year 2 for phonics and monitor these groups each half term to ensure fluidity through groups. Each half term the reading lead and class teachers will identify the lowest 20% of children for intervention.
- Staff will deliver daily precision teaching for the lowest 20% of children. Children are assessed daily during phonics sessions and top up teaching is delivered in the afternoon to ensure no one falls behind.
- Children will read from books that are phonetically decodable books to support and develop their reading skills.
- In Year 3 and above children who did not pass the phonics screening in both consecutive years or scored close to the phonics pass mark will continue to have phonics in small groups with a trained adult. These sessions will focus on gaps highlighted in their phonics profiles. In addition children will receive daily interventions of precision teaching of phonics to close the gaps in their knowledge.

There are 6 phases within the Letters and Sounds teaching programme:

Phase 1 – Listening to and for sounds orally, learning rhyme, rhythm and alliteration.

Phase 2 – Learning simple sounds: s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss and tricky words: the, to, go, no. Children will blend sounds together to make words and segment words into their separate sounds. Children will learn if sounds are bouncy or stretchy and will begin to read simple captions.

Phase 3 – Children will start to learn more complex sounds: j, v, w, x, y, z, zz, qu, ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er and tricky words: no, go, I, the, to, he, she, we, me, be, was, my, you, they, her, all, are. Children will read captions, sentences and questions.

Phase 4 – No new grapheme-phoneme correspondences are taught in this phase. Children will revisit previously taught sounds and learn to blend and segment longer words with adjacent consonants, e.g. swim, clap, jump. Tricky words taught: said, so, he, we, me, be, have, like, some, come, was, you, were, little, one, they, all, are, do, when, out, what, my, her. **Children will have completed Phase 4 by the end of Reception.**

Phase 5 – Children will learn the final set of complex sounds: ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, a-e, e-e, i-e, o-e, u-e and tricky words: said, so, have, like, some, were, there, oh, their, people, Mr, Mrs, looked, called, asked. **Children will have completed Phase 5 by the end of Year 1.**

Phase 6 – Working on spelling, including prefixes and suffixes, understand the rules for adding ing, ed, er, est, ful, ly, y and introduce the past tense. Children will learn how to use and understand grammar within reading and writing. **Children will have completed Phase 6 by the end of Year 2.**

Impact

We will measure the impact of our phonics curriculum by:

- *Assessing children's knowledge of reading letter combinations, high frequency and common exception words termly using a phonics profile. They are assessed at the phase that they are currently working within. This information is put onto a phonics tracker grid for each class.*
- *Administering the National Year 1 Phonics Screening Check to monitor phonic knowledge and ability to apply it to unseen words.*
- *Looking at children's English books to see the impact of phonics within their writing.*
- *Hearing children read unfamiliar texts to monitor their phonic knowledge and ability.*
- *In collaboration with the reading leader, teachers will identify the lowest 20% of children who are not achieving age-related expectations and decide on actions for intervention together. Both assessment sheets and tracker grids can be found on the server at: (T:)/ Planningwholeschool/English/WestRowPhonics.*

Key Stage 2

- *At West Row Academy we use Accelerated Reader to monitor and track reading and comprehension.*
- *At the beginning of the year children will complete a Star Reading screening report as a baseline assessment.*
- *At the end of each term children take another 'Star Reader' test and teachers will use the children's 'Star Reader' growth report to track progress on the whole class tracker.*
- *In collaboration with the reading leader teachers identify the lowest 20% of children who are not achieving age-related expectations and decide on actions for intervention together. The reading tracker grid can be found on the server at: (T:)/ Planningwholeschool/English/Reading.*

Monitoring and Review

The policy will be monitored by audits on an annual basis. This will be the responsibility of the reading lead who will report to the senior leadership team.

Review Date: October 2019

Next Review Date: October 2020