

Greenfield Primary School Phonics Policy

Intent

At Greenfield Primary school, we are passionate about ensuring all children become confident and enthusiastic readers and writers. We follow a coherently planned sequence of lessons that supports the effective teaching of phonics within EYFS, KS1 and, where appropriate, KS2. We recognise the importance of teaching a systematic, synthetic phonics programme to build children's speaking and listening skills, as well as to prepare them for learning to read quickly and skilfully. It has a high priority throughout EYFS and KS1. Learners are systematically taught the relationship between sounds and the graphemes which represent them. The teaching approach is visual, auditory and kinaesthetic to appeal to all learning styles; therefore, increasing the likelihood of success.

In Nursery, children work within Level 1 of phonics which focuses on pre-reading skills. These are speaking and listening skills, being able to distinguish the sounds they hear, patterns of speech, and sounds of speech. In Reception, children work within Levels 2-4. Here learners are introduced to phonemes/sounds and graphemes/letters systematically. They also learn to develop and apply blending and segmenting skills for reading and writing. Within KS1, children work within Levels 5 and 6. The coherently planned sequence of lessons within Level 5 allows opportunities for children to apply their phonics knowledge and skills as the prime approach to reading and spelling. It focuses on phonetically decodable two syllable and three-syllable words and the alternative ways of pronouncing and representing the long vowel phonemes. Furthermore, children will develop their ability to attempt to read and spell increasingly complex words. By Level 6, children explore spelling patterns and grammar while also developing a breadth of knowledge, skills and understanding in the recognition and spelling of common exception words.

The Twinkl Phonics Programme intends to not only provide children with opportunities to develop the knowledge, skills and understanding essential for reading and writing, but also, to develop each child's confidence, resilience and engagement in phonics lessons and a love for reading and writing.

Implementation

The Phonics Progression Map sets clear expectations for pupil's progress within the Phonics Programme. The engaging materials delivered in the daily planning packs within Levels 2-6 ensure a clearly defined structure to the teaching of phonics. The direct teacher-led lessons enable all learners to develop and apply new skills while also providing opportunities to further apply these skills within fun and engaging activities and through continuous provision. Teachers use the PowerPoints, stories, games, additional texts and toolkits which allow children to apply and practise phonics skills. Careful assessment provides opportunities for data analysis and encourages discussions around pupil progress, group progress, future learning and misconceptions, enabling us to respond and adapt teaching within the programme to provide additional support and challenge to pupils. Phonics is delivered in a whole group format and intervention groups take place to support the needs of individuals. In KS2, for those children who need to 'catch-up', a phonics catch-up program is in place.

Impact

Children will develop their phonics skills and knowledge through a systematic, synthetic approach, while covering the statutory requirements outlined in the 2014 National Curriculum. Our approach to phonics will ensure children become confident, fluent readers and writers. They will be well equipped to apply their phonetical skills across other areas of the curriculum and will gain enjoyment from reading a range of texts and writing for a purpose.

Approved by Chair of Governors: Date: