



# ENSTONE PRIMARY SCHOOL

## PHONICS POLICY

### **INTRODUCTION**

There are two dimensions to reading – ‘word recognition’ and ‘language comprehension’.

High-quality phonics teaching secures the crucial skills of word recognition that, once mastered, enable children to read fluently and automatically. Once children are fluent readers, they are able to concentrate on the meaning of the text.

Both dimensions are necessary to achieve fluent reading; however, the balance between word recognition and language comprehension shifts as children acquire secure and automatic decoding skills and progress from ‘learning to read’ to ‘reading to learn’ for purpose and pleasure. The ultimate goal of learning to read is comprehension.

### **AIMS**

- to establish consistent practice, progression and continuity in the teaching and learning of phonics and spelling throughout the school
- to differentiate phonics and spelling work according to the needs of pupils, so that all pupils are given sufficient challenge at a level at which they can experience success
- to give children word work strategies that will enable them to become fluent readers and confident writers

### **GUIDELINES**

Beginner readers should be taught:

- grapheme–phoneme correspondences in a clearly defined, incremental sequence
- to apply the highly important skill of blending (synthesising) phonemes in the order in which they occur, all through a word to read it
- to apply the skills of segmenting words into their constituent phonemes to spell
- that blending and segmenting are reversible processes.

High-quality phonic work will be most effective when:

- it is part of a broad and rich curriculum that engages children in a range of activities and experiences to develop their speaking and listening skills and phonological awareness
- it is multi-sensory, encompassing visual, auditory and kinaesthetic activities to enliven core learning
- it is time-limited, such that the great majority of children should be confident readers by the end of Key Stage 1
- it is systematic, that is to say, it follows a carefully planned programme, reinforcing and building on previous learning to secure children’s progress
- it is taught discretely and daily at a brisk pace

- there are opportunities to reinforce and apply acquired phonic knowledge and skills across the curriculum and in such activities as shared and guided reading
- children's progress in developing and applying their phonic knowledge is carefully assessed and monitored.

## **TEACHING AND CURRICULUM CONTENT**

At Enstone Primary School we follow Pearson "Bug Club Phonics" programme (accredited by the DfE).

The Bug Club Phonics programme provides a clear structure and sequence to support planning, teaching and learning. A school-designed Phonics Progression Document makes clear which phases and units are taught in which terms and to which cohorts. Children with Special Educational Needs and Disabilities may require some adaptations to this programme.

It is expected that pre-school and nursery settings will introduce Phase 1 during the children's F2 year.

In Reception (F1) the children will be introduced to and complete Phase 2 and Phase 3 and will be introduced to Phase 4 in the final half of the summer term. The children in Reception will have discrete phonics teaching input daily by teachers and teaching assistants. The sessions will be of approximately half an hour's duration. Phonics learning will also be enabled through the children's continuous provision and embedded across the curriculum.

Discrete daily teaching of 30 minutes will continue in Key Stage 1 as follows:

Year 1 Phase 4 and Phase 5

Year 2 Phase 5 revision and Phase 6

It is important that the first five phases are embedded and the children have a sound understanding of the key knowledge and skills before the final sixth phase is introduced in Year 2. Year 2 teachers will strive to be able to expose all children to the key elements of phase 6 by the end of the academic year.

Children in Key Stage 2 who demonstrate through assessment that they have yet to achieve the 6 phases of learning will continue to have 1:1 or small group phonics sessions as appropriate to meet their needs.

## **ASSESSMENT**

Assessment should follow DfE guidance and meet statutory requirements.

All Teachers should ensure that they are aware of individual children's needs through ongoing formative assessment and a summative termly assessment record.

All teachers should formally assess their children's progress at the beginning of every term in order to inform the new term's planning. Assessment may take the form of:

- a phonics test (or similar activity) where the teacher will be able to assess the children's understanding of grapheme to phoneme correspondence based on the phase being assessed
- a spelling test of the tricky words and high frequency words (relevant to the unit being taught)

In June at the end of Year 1 there is a statutory assessment: Assessment and Reporting Arrangements, Year 1 Phonics Screening Check. All children in Year 1 will sit this test, unless they meet the official guidelines for exemption.

Children in Year 1 who do not pass the Phonics Screening Check will be given extra support to help them to catch up. These children will be regularly monitored to ensure good progress including sitting mock phonics screening checks during Year 2, which will be undertaken in November and March as part of the school's assessment weeks. These children will repeat the statutory test again in June alongside children in Year 1. Children who do not pass the Phonics Check in Year 2 will be provided with booster/intervention support in Key Stage 2.

**Date Adopted:** March 2025

**Review Date:** March 2028

**Signature of Chair of Governors:**

Handwritten signature of Barbara Shaw in cursive script.

**Signature of Headteacher:**

Handwritten signature of J. Mann in cursive script.