



Phonics Policy

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1. Subject Statement

Phonics is one of the many skills needed to become a reader and writer. At Intake Farm Primary School, we aim to give children the best possible start on their reading/writing journey by teaching them the essential phonological/phonemic skills and knowledge to decode and encode (spell) words independently from the outset. At the point of reading/writing, children will use phonics as their first strategy to read and spell unknown words until it is embedded and automatic for them. We recognise that the development of spoken language and the enjoyment and comprehension of quality literature go hand in hand to develop a lifelong love of reading and aim to nurture and develop these attributes alongside the phonics program.

2. Intent

At Intake Farm Primary School, we use the Anima phonics programme which aims to build upon children's speaking and listening skills as well as preparing them for learning to read by developing their phonic knowledge and skills. It sets out a detailed and systematic programme for teaching phonic skills for children with the aim of them becoming fluent readers by the age of seven. Using the Anima phonics updated programme we intend our pupils to be able to:

- Recognise, say and write all phonemes within each unit of Anima phonics
- Use their phonic knowledge to blend and segment phonetically decodable words
- Use their phonic knowledge to attempt to read and write more complex words
- Read easily, fluently and with good understanding, age and ability appropriate texts
- Develop the habit of reading widely and often, for both pleasure and information
- Write clearly, accurately and coherently, using phonic knowledge

3. Implementation

A discreet session of at least 20 minutes daily is given to the teaching of high quality, systematic synthetic phonics across the Foundation Stage and Key Stage One.

The Early Years Foundation Stage

We encourage the development of speaking and listening skills in the Early Years as this is part of the current Early Years Foundation Stage guidance. We relate the Literacy development of the children to the objectives set out in the Development Matters and Early Learning Goals. The children's learning includes developing letter and sound recognition, word building and word recognition as part of their phonics learning, spelling and handwriting development and they follow the Anima phonics programme supported with a range of visual resources. We have high expectations for the children in the early years and expect that children will learn Phase 1 (Early Worms) in Foundation Stage One with Phase 2, 3 and 4 being taught in Foundation Stage 2.

Year 1

Children in Year One are taught to recognise a range of digraphs, trigraphs and split digraphs by learning Phases 4 and 5.

The Year 1 National Phonics Screening Check

The Year 1 phonics screening check is a compulsory short assessment to confirm whether individual pupils have learnt phonic decoding to an appropriate standard. It is administered during the summer term. The check involves pupils reading 40 words- 20 real words and 20 pseudo words.

Year Two

We have high expectations that by the time children reach Year Two they are fluent readers. We aim to work on spelling strategies, following phase 6 of the Anima phonics updated scheme. Children who did not pass the phonic screening test in Year One will have the opportunity to re take the test in the Summer of Year 2.

At Intake Farm Primary School all teachers follow a cohesive and consistent approach to teaching Phonics, where daily sessions follow the same structure:

- Revisit/Recap
- Teach
- Practise
- Apply
- Assess

Key Stage 2

Where children are meeting age related expectations when entering Key Stage 2, the main focus of their learning is spelling. If children do not meet their age related expectations in English, they will be identified through regular assessments. If decoding or spelling are identified as barriers to learning for any children, year group teachers will ensure that their planning includes provision for these children in the form of support or intervention as necessary.

4. Impact:

Assessment of phonics

Children's progress in phonics is continually monitored throughout their time at Intake Farm Primary School and is used to inform future teaching and learning. Through rigorous assessments we aim that pupils will:

- be confident in their phonic knowledge
 - be able to blend and segment words confidently
 - Pass the Phonics Screening Test at the end of Year 1
 - learn to love reading through fun but challenging phonic activities
- Be part of a culture where a secure knowledge of phonic sounds enables reading for pleasure as part of our reading curriculum.

5. Parents:

F1 parents' meetings will include some information on the importance of children developing their phonological awareness, including sharing books, playing games and singing nursery rhymes together. As children begin a formal phonics programme in F2, parents are invited to a meeting to show them how their children will learn to read and how they are able to support them at home. Home learning activities related to phonics and reading/writing will also be explained and exemplified. Parents are invited to phonic sessions or workshops in Year One to see teaching and learning strategies in practice. Written information and suggestions of activities appear on class newsletters and in parent's leaflets when appropriate. Parents of children due to sit or re-sit the Phonics Screening Check will have information about this, usually as an organised meeting or workshop, and final results of the screening check are reported formally to parents with the child's end of year report.

6. Inclusion and Equal Opportunities:

We aim to encourage all children to reach their full potential through the provision of varied opportunities to access phonics. We recognise that our phonics planning must allow pupils to gain a progressively deeper understanding of the phonetic structure of the English language as they move through the school to ensure all children are provided with the key tools needed to become a fluent reader. Careful thought will be given to the provision of appropriately structured work for children with SEN, often through intervention groups. The school have a variety of strategies to enable all children to have increased access to the curriculum through a broad – based, multi-sensory, visual, auditory and kinaesthetically planned phonics sessions. The most able children within our school, including those children who are Gifted and Talented, are identified so that their individual needs are acknowledged. Planning attempts to ensure that the level of challenge is appropriate to their specific needs.

7. Resources:

Teachers will ensure that they provide a language rich environment with inviting phonic classroom displays, in order to promote and create an enthusiasm for phonics. Phonic resources will be updated yearly, as necessary, following an audit of need by the phonic lead. A range of ICT programs are used and available to access at home for the children to help them improve their phonic skills.

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