

**Oakfield Primary School**  
**POLICY ON**  
**PHONICS**

This is a statement of the principles and strategies for the teaching of phonics at Oakfield Primary School.

This policy should be read in conjunction with other Literacy related policies, other teaching and learning and assessment policies.

**STATEMENT**

At Oakfield Primary School we aim to develop the full potential of all our pupils as confident, literate readers and writers. If children are to develop as competent readers and writers, it is vitally important that they have a secure understanding of the letter sounds and spelling system of the English language. Phonic skills need to be developed in a systematic way, based on a stage approach.

**The principles of the Letters and Sounds programme**

At Oakfield Primary School we follow the Letters and Sounds programme from Foundation Stage, through KS1 and into KS2 if appropriate. The programme focuses on securing word recognition skills, essential for children to decode (read) and encode (spell) words accurately and language comprehension. The letter and sounds programme is structured into six incremental phases. Phase One concentrates on activities to promote speaking and listening skills, phonological awareness and oral blending and segmenting. Phases Two to Five focus on high- quality phonic work, to help practitioners and teachers ensure that by the end of Key Stage 1 children develop fluent word reading skills and good foundations in spelling.

**PROGRESSION AND DELIVERY**

The pace at which it is suggested the children progress through the phases should be taken as a guide rather than applied rigidly. Using reliable assessments of children's developing knowledge and skills, practitioners and teachers will need to judge the rate at which their children are able to progress through the phases and adapt the pace accordingly.

It is recommended that children in phases two to five of Letters and Sounds should be taught a discrete 20 minutes daily session of phonics and teachers and practitioners should follow the teaching sequence revisit and review, teach, practise and apply (Refer to Letters and Sounds document for more detail). In the Letters and Sounds programme it gives guidance through each phase of suggested activities and a recommended order of the sets of sounds that should be taught through each phase. In addition to this daily session, good practice

shows that the application of phonics can be applied through daily shared/guided reading and writing and as opportunities arise across the curriculum throughout the day.

### **TRACKING AND ASSESSMENT**

During daily sessions of phonics there are opportunities for practitioners to regularly assess children's understanding of grapheme-phoneme (letter-sound) correspondences. Outside the discrete daily phonics sessions there are opportunities to observe the application of phonic skills, e.g. during guided/shared reading. During each phase in Letters and Sounds there are phase judgements to determine if the children are secure at a phase which are shown in the Phonic Phase 2 to Phonic Phase 5 Assessment Guidance (see Letters and Sounds document).

At Oakfield Primary school we use the phonic progress tracking sheet which provides an overview of children's progress through the phonic phases. Regular monitoring of the tracking sheet will allow teachers and practitioners to ensure that all children are making expected progress, including children in the most vulnerable groups. This is also used to identify children who are not making expected progress and therefore early intervention can be put in place. National Expectations expect that children in Foundation Stage and Key Stage 1 should be:-

- FS term 2 - secure at phase 2
- FS term 4- secure at phase 3
- FS term 6- secure at phase 4
- Year 1- secure at phase 5
- Year 2- secure at phase 6.

It is important to remember that boundaries between the phases should not be seen as fixed and it is possible that some children will be introduced to the next phase graphemes before being secure at the phase before.

### **Year 1 Screening Check**

Every Year 1 child in the Summer term will take a Phonics Screening Check this is phonics based check where children will be expected to read 40 simple, de-codable words including nonsense words. This is a progress check to identify those children not at expected level in their reading. The results will be reported to parents as well as on 'RAISE Online.' Children will be rechecked in Year 2 if they do not reach the expected level. Any child working below the level of the screen check may be dis-applied, with the acknowledgment of the parent/carer.

## **PHASE 6 AND BEYOND**

Those children who are secure at phase 5 can then move onto phase 6, focusing on spelling. This sequence presumes five short starter sessions (approximately 15 minutes) over a two-week period. The sequence is designed to be used flexibly; the number of sessions spent on each part of the sequence will vary according to the needs and ability of the children, as related to the specific spelling focus. During each half-term, ten sessions should be used for teaching the specific spelling objective and five sessions should be used for the direct teaching of spelling strategies, proofreading, high-frequency words, specific cross-curricular words and personal spelling targets.

## **INTERVENTION**

Through careful monitoring and tracking practitioners are able to identify children who are not making the expected progress and therefore need intervention to catch up. Depending on the needs of individuals, this may include additional individual or small group tutoring before the lesson or after the main lesson; one to one work with a trained practitioner or extra support for a child or small group of children within a lesson. It is important that children who are struggling to learn to read not only need to catch up with their peers, but also to continue to make progress.

## **PHONICS IN KS2**

If children in Key Stage 2 may be experiencing difficulty in reading and/or writing because they have missed or misunderstood a crucial phase of systematic phonics teaching, then teachers and trained practitioners can use Rapid Phonics at Key Stage 2 to support those children.

## **Link to letters and sounds**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/190599/Letters\\_and\\_Sounds\\_-\\_DFES-00281-2007.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/190599/Letters_and_Sounds_-_DFES-00281-2007.pdf)

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