

Bispham Endowed Church of England Primary School

Phonics Policy

**Bispham Endowed
CE Primary School**



June 2024

Policy Date: June 2024

Policy Status: Statutory Policy

Awaiting Approval by Head Teacher and Governing Body

Review Cycle: 18 months or as required.

Review Date: October 2026

At Bispham Endowed Church of England primary school & Nursery we are proud to provide a safe, inclusive and opportunity lead environment where every member of our community is valued, respected and nurtured.

Mission Statement:

Through faith, family and friendship, we work together to ensure every child can flourish. We strive to provide children with a nurturing environment to reach their full potential socially, emotionally, spiritually and academically.

Our broad, balanced and creative curriculum provide opportunities for everyone to achieve and succeed. Supported by engaging and valued enrichment activities allowing each member of the school community to flourish. Together we take pride in making a positive contribution to our school and the wider community.

This policy should be referred to in conjunction with the curriculum, assessment and teaching and learning policies.

SAFEGUARDING STATEMENT

Bispham Endowed Church of England Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in the commitment.

Phonics Intent

At Bispham Endowed Church of England Primary school and Nursery, our Intent is that through the teaching of phonics, we will equip children with the skills and knowledge to become independent and fluent readers. In turn, this will support in boosting the self-esteem of our learners, allowing them to access a wide range of resources to support their flourishing journey. It will enable children to be proud and inquisitive about who they are and what they can achieve.

Our families come from a varied and developing multi-cultural and socio-economic community, with children experiencing a wide varied range of life opportunities and cultural diversity. Through the teaching of phonics, we aim to promote a love of reading. We value reading as a key life skill and are dedicated to encouraging our children to become lifelong readers.

Through daily phonics lessons we set high expectations in speech, language, and communication. We believe that being able to read fluently promotes a sense of self-worth and allows the children to engage with learning at a deeper level, providing greater and deeper access to the wider curriculum.

At Bispham Endowed Church of England Primary School and Nursery, we use the Floppy's Phonics Programme (FP) which includes teaching synthetic phonics, decoding and encoding words as well as spelling and accurate letter formation.

The phonics curriculum is designed to:

- Teach fundamental units of sound via phoneme and grapheme correspondence.
- Through repeated and regular use encourage the development of reading skills.
- Encourage the development of fluency through repetition and revisiting.
- Provide a solid base upon which to build as children progress through their school journey.

Implementation of Phonics

In order for children to read for meaning, phonics skills of decoding, segmenting and blending must be taught and built upon every year from early foundation stage all the way through a child's journeys at school.

We will support all children to learn to read through clear leadership: consistent teaching and learning approaches: regular monitoring and assessment along with a joint commitment between school and home. Teachers of phonics, with support from the Phonics and English leads, draw upon careful observations and continuous assessment to ensure children are challenged to identify children who may need additional support. Phonics teaching takes place daily and pupils are taught in differentiated groups based on the results of prior assessment. The pupils rapidly learn phonemes and graphemes that are presented to them and this is

supported by a range of rhymes and simple mnemonics provided by the Floppy's Phonics programme.

Pupils have frequent practise in reading high frequency words such as the Year 1 common exception words. We make use of the Oxford reading tree levels to support and guide reading for our children as this scheme is tied to, and closely matches, the Floppy's Phonics Programme. This ensures that, early on, the children experience success and gain confidence in their ability as readers.

All children read aloud during phonics or whole class reading. In addition, some pupils may read at least once or more per week with a teacher, teaching assistant or reading volunteer; The focus being on the lowest 20%. At Bispham Endowed church of England Primary School, the systematic teaching of phonics has high priority in Foundation Stage and Key Stage 1. We use a synthetic phonics teaching programme produced by Debbie Hepplewhite called Floppy's Phonics as a basis to teach our pupils to read and write. Pupils usually complete the programme by Year 2; some may even finish towards the end of Year 1. Pupils in lower key stage two who need additional support with decoding may also follow the programme. For children Upper Key Stage 2, who require extra practise to learn to read, we aim to make sure they catch up quickly and leave school as a reader. **In order to do this...???**

Students start Floppy's Phonics when they start EYFS. Initially in Reception all children are taught phonics simultaneously ensuring that a firm baseline is created. Children are then assessed every half term so that we can place them into a group where they will make the greatest amount of progress. Staff may also revisit key sounds/words at incidental points throughout the day as this 'little but often' method often has great gains with regards to phonics. Throughout the use of regular and consistent assessment, children can be identified that need additional support in order to progress. Therefore, targeted interventions are put in place for those children who are working below the expected levels. These interventions are designed to be short and intense, maximising their impact.

Floppy's Phonics is presented in a simple and highly systematic format. It is designed to build and grow a child's confidence and independence; allowing children to claim ownership of their reading journey. Beginning in Reception the children aim to focus upon one phoneme/grapheme correspondence every two days, with a final day each week for consolidation of learning. The teaching cycle involves one session of teacher led whole class input, followed by a pupil driven and teacher monitored reading and implementation session. Throughout these sessions children are constantly asked to draw upon their existing phonics knowledge, decode, segment and blend. This consistent and repetitive approach ensures that students gain a good foundational knowledge of each grapheme and phoneme prior to the introduction (within Year 1) of alternative graphemes.

Within Floppy's Phonics sessions the children are required to work alongside others and develop good working practises allowing for the development of communication, teamwork and cooperation skills.

In support of this, teachers read a wide range of stories, poetry and nonfiction to pupils. With the intent of encouraging the children to soon be able to read these texts themselves. Embedding

the alphabetic code early on means that pupils quickly learned to write simple words and sentences. We encourage them to compose each sentence allowed until they're confident to write independently. We make sure that children right every day. Pupils write at the level of their spelling knowledge.

The quality of the vocabulary pupils using their writing reflects the language that they have heard in the books that the teachers have read to them; throughout the Floppy's Phonics programme, as well as reading times, vocabulary is discussed and expanded through exposure.

Our aim is for pupils to complete the phonics programme as quickly as possible. The sooner they completed, the sooner they will be able to choose books to read their own interest and comprehension level.

Impact

Through phonics, are aims for children to become fluent readers by the end of key stage 1.

With decoding taught as the primary approach to reading, pupils will become familiar with this strategy and have the confidence to work out unfamiliar words with any new text that they encounter even when they have come to the end of the Floppy Phonics Programme. Pupils will have the opportunity to fill up their fluency and comprehension as they move throughout the school, accessing a wide range of text both independently and through guided sessions.

Attainment in reading is measured using statutory assessments such as those delivered at the end of EYFS, key stage 1 and 2. Alongside this the statutory Year 1 Phonics Screening Check and half-termly use of Pearson Reading Assessments provides an overview of the children's reading attainment. More importantly, we believe that reading is the key to unlock all learning and so the impact for reading goes beyond the statutory assessments. We give all the children the opportunity to enter the amazing new world a book opens up to them and share text from a range of cultures and genres to inspire them to question and seek out more for themselves. We seek through these measures to develop and encourage the child's lifelong love of reading and learning. When they leave us, we want pupils to possess the reading skills and love of literature which will help them to enjoy and access any aspect of learning they encounter in the future.

Principles.

Phonics aims:

The national curriculum for Reading aims to ensure that all pupils:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught

- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- reread these books to build up their fluency and confidence in word reading

Phonics in EYFS.

From the first day of Nursery, we develop a continual drive to improve Communication and Language skills for all children. The children are encouraged to be effective listeners and are taught skills to enable this, they are encouraged to communicate verbally, and adults are positive role models for this, plus staff ensure that children are understanding what is being asked of them. Early phonics work begins when the children are ready depending on their experiences, allowing for those children who are capable to begin to engage with the SSP. We ensure that our children heading to school have been immersed in a story rich environment and have had access to segmenting and blending activities led by adults.

Once the children move from Nursery into Reception formal teaching of the SSP begins following the teaching cycle and stipulated within the SSP. Initially this takes the form of whole class teaching and a variety of hands on, phonics related activities to support letter recognition and phoneme/grapheme correspondence. Within the first term children will have begun to be assessed based on their sound knowledge and grouped to ensure that maximum impact from phonics teaching can be attained.

Phonics in Key Stage 1.

In Key Stage 1 children are assessed at the start of the Year to ensure what learning may have been compromised over the summer break. Children are then placed in differentiated phonics groups based on their needs within their class. Phonics is taught daily for 25-30 minutes and lessons are planned in line with Floppy Phonics Program of Systematic Synthetic Phonics.

Additionally, phonics activities are often built into the starter portion of English lessons and are focused upon during intervention sessions throughout Year 1.

We aim for all children to be well versed in Phonics by the end of Year 1. In instances where children in Year 2 require additional support with their phonics they join Year 1 or Reception

during phonic sessions in order to target and support areas which will allow for accelerated growth.

Phonics in Key Stage 2.

We aim for all children to be accurate and speedy readers by the time they enter Key Stage 2. We have high expectations of our pupil's progress. If a child arrives in Key Stage 2 reading below their chronological age or with additional language needs, then they are taught phonics until they are able to catch up with their peers. Children will continue to attend Year 1 or Reception phonics sessions as required, joining bespoke groups with children of equal capability. In order to support the children's self-image and well being in this instance the children will be group 'helpers' – maintain self-image whilst also gaining the required phonics input for maximal growth.

The Contribution of Phonics to other subjects.

English

Phonics is an essential part of the reading process. Through the Floppy's Phonics Programme strong links are made between phonics, reading and writing in order to encourage children to use the skill acquired within phonics to read and spell accurately. Handwriting is also a key aspect of the programme, and children are given regular opportunity to practice and develop their handwriting during phonics sessions.

PSHE

The Floppy Phonics Programme teaches pupils to work effectively with partners in order to maximise their learning through shared learning experiences, explaining and consolidation what they are learning. The provides teachers opportunities to teach teamwork, co-operation and respect for others.

Science, Geography, History, Computing, DT, Art

The skills developed in phonics can be applied in all curriculum areas when children are required to read or write. The encouragement and development of early reading skills increases both capability and fluency allowing the children to access texts and gain information with ease. They also learn how to spell words accurately and use phonetic to support their spelling of unfamiliar or unknown words. The supporting focus on handwriting throughout the phonics programme allows children to present their work neatly in all areas of the curriculum.

Assessment

From the start of Reception children are assessed half-termly in phonics until the end of Year 1. Year 2 children will be assessed only if they have shown to be below the expected level at the end of Year 1. We assess using a bespoke assessment procedure inline with the expectations and demands of Floppy's Phonics Programme. We use this data to assign children to appropriate groups in order to maximise the impact of teaching and learning in the area of phonics. This method of assessment provides us a good indication of how well the children are progressing, provides clear indication of areas of weakness and allows for targeted intervention to be applied to ensure all children make the greatest possible progress.

Inclusion

We teach phonics to all children, regardless of their ability. Phonics forms part of our school curriculum policy to provide a broad and balanced education for all our children. Our teachers provide learning opportunities that are matched to the needs of our children and children are assessed half-termly in order to be placed in the correct bespoke learning groups within their class. It is the responsibility of all teachers to ensure that all pupils irrespective of gender, ability (included gifted pupils), ethnicity and social circumstance, have access to the phonics curriculum and make the greatest progress possible. We promote British values set out by the Government's 2011 Prevent Strategy: democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs.

Health and Safety

Staff follow sound classroom practice to ensure safety within lessons. Risk assessments are carried out when pupils are to be taken off school premises to undertake visit. For further information, please refer to the relevant Policy documentation.

Monitoring and Evaluation

It is the responsibility of the Subject Leader to monitor this policy in practice with the support of the Management Team. Learning and teaching will be monitored by;

- scrutiny of medium term and short term planning to ensure the teaching cycle and delivery targets are being met;
- scrutiny of pupils' work;
- pupil interviews;
- lesson observations;
- appropriateness and range of resources.

Following any curriculum monitoring a Review Statement is added to the action plan which contributes to the review of the current year's School Development Plan and informs the SDP of the forthcoming year.

The policy will be reviewed every 18 months or sooner if required, as part of the school's monitoring cycle of curricular areas. It will be reviewed in the light of outcomes from the above monitoring and evaluation, advice and guidance from the LA and DFE.