



Water Primary School

Phonics Policy

2022/23



The more that you read,
The more things you will know.
The more that you learn,
The more places you'll go.
-Dr. Seuss

At Water Primary School, we believe that phonics teaching should be:

- systematic
- discrete
- interactive and engaging.

We follow the *Red Rose Letters and Sounds* scheme of phonics teaching. Each child in Reception and Year 1 has a daily, minimum 20-minute phonics lesson, following the four-part teaching sequence of:

- revisit/review
- teach
- practise
- apply.

In Year 2, children access a balance of both phonic and spelling punctuation and grammar (SPAG) lessons based on their individual needs and attainment.

Reception and KS1 children are either taught in small groups, based on regular assessment so that children's learning needs are accurately matched to the correct provision. Small phonic sessions and interventions are delivered by teaching assistants and overseen by the class teacher, to provide complimentary teaching.

Sessions are lively, fast-paced and fun. In a lesson, children are taught new:

- phonemes/digraphs/trigraphs
- high frequency and/or tricky words

and these are consolidated through reading and writing. There are lots of opportunities to speak and listen, as well as to read and write the sounds.

Resources and games

A range of resources are available in each class to support teaching of every phase. Resources vary from phase-related reading books to flash cards and games, including

Bingo and *What's the Word?*. Working walls are displayed in every classroom, which children regularly engage with and add to, with support from their teacher. Lessons are fun and interactive with a wide range of games played in any given week.

Assessment

Assessment takes place frequently in phonics, during each lesson and also more formally at the end of each half term. Teachers carry out discrete assessments, as well as both reading and writing assessments to check independent application of skill.

At the end of Year 1 children have to take the national *Phonics Screening Check* which tests children's phonic knowledge. Here, they are required to read real and pseudo (nonsense) words, applying the skills they have learned. The results of this check are submitted to the Local Authority. Children who do not reach the pass mark for this check will continue to receive intervention support throughout Year 2 and will repeat the check a year later. If a child does not pass the check at this stage, they will receive phonics provision and interventions throughout Key Stage 2.

Progress according to year group

Ideally, children will have completed and consolidated Phases 2, 3 and 4 by the end of Reception. Phase 5 takes place throughout Year 1 and Phase 6 throughout Year 2. This then enables children to focus more on higher-level comprehension, using increasingly challenging texts, as they enter Key Stage 2. Any child who does not complete the phonics programme will continue learning phonics throughout Year 3/4, by way of targeted interventions.

Feedback

Children receive on-the-spot feedback in lessons, as well as at the end of a formal assessment. Teachers provide parents and carers with feedback on their child's progress during bi-annual parents evenings and through end of year reports. Less formal feedback is given in person or on email/Dojo, where needed/requested. All assessment data is passed on during transition meetings to the next teacher at the end of the year.

Phonics subject leader: Miss C Ashworth

Headteacher: Elizabeth Mckay

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