

PHONICS POLICY (Supporting reading through to writing)

Aims

The processes by which children comprehend spoken language are the same as those by which they comprehend the words on the page; the difference being that the first relies upon hearing the words and the second upon seeing the words in written form. Obviously, in order to comprehend written texts children must first learn to recognise, that is decode, the words on the page.

High-quality phonic teaching secures the crucial skills of word recognition that, once mastered, enable children to read fluently and automatically thus freeing them to concentrate on the meaning of the text.

Children at South Kilworth will secure 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.

To achieve this, practitioners and teachers are clear about which activities are designed to teach children to acquire word recognition skills, and which will help children develop high-level comprehension skills.

Principles of high-quality phonic work at South Kilworth Primary School

The Rose Report makes it clear that 'high-quality phonic work' should be taught systematically and discretely as the prime approach used in the teaching of early reading.

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 simultaneous 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 with fidelity, 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.

Letters and Sounds

Letters and Sounds is designed to help practitioners and teachers to teach children how the alphabet works for reading and spelling. Systematic, high quality phonics teaching is essential and is needed for children to achieve the goal of reading. Letters and Sounds is designed as a time limited programme of phonics work aimed at securing fluent word recognition skills for reading by the end of Key Stage 1 and as an intervention in Key Stage Two. Although the teaching and learning of spelling, which children generally find harder than reading, will continue.

South Kilworth has implemented the Letters and Sounds programme whereby six structured phases are followed to accompany the Primary National Strategy's pace and progression. Jolly phonics is also used to support the learning in a multi sensory approach.

Organisation of Phonics

Phonics at South Kilworth is taught as a discrete lesson daily throughout the Foundation Stage and Key Stage One. In Key Stage Two it is used as an intervention for those who need extra phonic support in reading.

Foundation The children in Foundation Stage have discrete phonics teaching input daily by teachers and practitioners. The sessions last between fifteen to twenty minutes. In the Foundation unit there are also constant and enhanced activities within the environment for the children to access during independent learning. The activities have learning outcomes specifically planned from the Letters and Sounds Document.

Key Stage One

The children in Key Stage One are taught as Year Groups following the Cornwall model of phonics planning. They have a discrete phonics lesson of 20 -30 minutes daily. The Key Stage One classroom has displays for the children to 'apply' their knowledge from the taught sessions within literacy sessions.

Key Stage Two

The children in Key Stage Two have phonics sessions as an intervention delivered by teaching assistants and tracked by the Literacy Coordinator.

Assessment and Monitoring

The foundation stage and Key Stage One use the assessment guidance in letters and Sounds to assess progress through the phonic phases. Children's progress is recorded on classroom monitor and monitored by the literacy coordinator.