

PHONICS POLICY

ORGANISATION

St Gregorys will follow the 'PHONICSPLAY' programme from Reception through to the end of year 2. Nursery will introduce PHONICSPLAY during the Spring term.

Year 3 will do a ten minute daily phonics lesson looking at using phonics for spelling.

Four phonic sessions of 30 minute duration (this allows 5 minutes at beginning and end of session for groups to go to various locations) with actual phonics sessions lasting the recommended 20 minutes will take place Tuesday - Friday, Monday sessions are a class phonic session with a focus on letter formation and digraph and trigraph recognition as well as developing segmenting and blending skills.

NURSERY - Whole class sessions led by Nursery staff.

RECEPTION - 3 groups class teacher and 2 support staff. (This is dependent on staffing)

YEAR 1 & 2 - The two classes are mixed according to ability with class teachers and support staff running the sessions.

OVERVIEW

Phase 1 - Develops the children's ability to listen, make, explore and talk about sounds.

Phase 2 - Systematically introduces GPC's to include correct shape, pronunciation, action and rhyme that accompanies them.

Phase 3 - Introduction of more GPC's with a focus on how to write at least one version of the 44 phonemes.

Phase 4 - Focus in this phase is segmenting and blending words as well as recognising digraphs etc within those words.

Phase 5a - Split digraphs are introduced as well as continuing to segment and blend words orally, and forming the grapheme correctly.

Phase 5b - Focus on alternative pronunciation of some graphemes.

Phase 5c - Learning that some phonemes have more than one spelling, e.g - ay - ai - a_e - eigh.

Phase 6 - Reinforcement of phase 5 looking at spelling rules and adding prefixes and suffixes.

EXPECTATIONS

NURSERY - Children should recognise the GPC and know the accompanying rhyme and action.

RECEPTION - By the end of Reception the majority of children should be secure in phase 2 and working within phase 3.

YEAR 1 - Majority of children to be secure at digraph, trigraph, split digraph recognition and show some autonomy at segmenting and blending words.

YEAR 2 - Children to be demonstrating more independency in their reading and writing using their phonic knowledge and skills.

ASSESSMENT

Tracker updated half termly by Phonics Co-ordinator.

Children regularly assessed by adult leading the group with any concerns being addressed to either the class teacher or the co-ordinator. Formal assessment of each child is done half

termly during the week prior to 'I can do it week' these assessments are then used to determine which phase the child is working within.

If little or no progress is evident a 'focus group' will be put into place and led by the co-ordinator after checking that the child's individual needs are being met, e.g. does the child have an IEP?

Planning

All staff have access to the '**PHONICSPLAY**' website where planning is prepared ready for them to print off. Staff are expected to use their professional judgement when implementing the planning adapting it to cater for their groups needs as required. Weekly planning sheets are completed by each member of staff and collected by the co-ordinator weekly.

ICT

Each phase on '**PHONICSPLAY**' has interactive games and resources on the website.

RESOURCES

Each phase has a box of resources for staff to access. An additional 'pool' of resources are stored in the meeting room as well as each group having their own whiteboard and markers.

EVIDENCE

Each child has a 'Monday' class phonic book for which the class teacher is responsible as well as an individual phonics book for which each group adult is responsible.

MONITORING

The co-ordinator completes a Monday phonic book trawl monthly and looks at all the other phonic books half termly.

The Headteacher and co-ordinator formally observe all staff and children participating in phonic sessions termly .

PARENT PARTNERSHIP

Workshops for Foundation stage at beginning of school year explaining phonics.

Workshop for Years 1 & 2 outlining phases and expectations as well as advice on 'How to help at home' (Dates of this workshop vary)

Workshop for parents of EAL children as and when necessary.

Open door policy for advice either with class teacher or Phonics Co-ordinator.