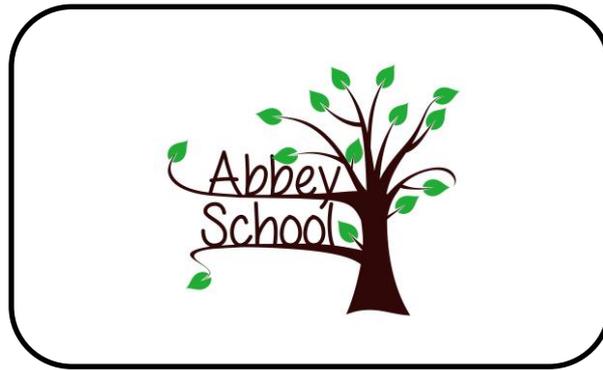


Abbey School



Phonics Policy

Meaningful, Manageable and Motivating

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Rationale:

We aim to provide children with an integrated programme of learning through speaking and listening, reading and writing.

The teaching of Phonics is based upon curriculum guidance in Read Write Incorporated (RWI) for the order of sounds and introducing each sound with the given rhyme.

- Each child should be assessed on what sounds they know and what words they read these sounds in (assessment and resources found on server).
- A daily phonics session should be taught based on these assessments making sure that there are 4 parts to the session. >Revisit > Teach > Practice > Apply.
- Focused directed teaching involving oral and written practice of letters and sounds.
- A variety of teaching methods, including demonstration, modelling, games, singing and other practical activities.
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Phonics should be taught daily from KS1 to KS3. KS4 should concentrate on functional reading skills.

Purposes:

1. To ensure a consistent and systematic approach to the teaching and learning of phonics.
2. To provide opportunities for pupils to have daily oral, reading and written practice to increase phonic knowledge and handwriting skills.
3. To encourage pupils to apply their phonic knowledge in reading, writing and spelling activities.

Broad Guidelines:

1. Planning should be based on assessment and taught in order of RWI sounds (Appendix 1). Using Letters and Sounds planning format (Appendix 2) and letters and sounds 'tricky words'. The 'teach' should use a range of teaching strategies including RWI rhymes, jolly phonics, floppy phonics and cued articulation where appropriate.
2. All KS1 - KS3 children will work in groups according to the set of phonics sounds they are currently working on. This will allow all pupils to progress as individuals and build on previous learning. These groups should be dynamic and continuous assessment should determine how they move between groups.
3. Assessment should be a continuous process and up-to date records kept using, assessment for each set of sounds (read in isolation and in real and non-real words) (Appendix 3).
4. Daily teaching of phonics should include planned learning objectives so that new learning takes place daily or weekly (depending on the individual children) through a range of activities. Daily lessons should be planned in the sequence outlined in the appendix, and should allow opportunities for both oral, reading and written practice.
5. When pupil's speech and language difficulties present as their primary need cued articulation is the preferred method to developing speech and phonetic reading.
6. All children should be encouraged to apply their phonic knowledge across the curriculum wherever appropriate.
7. To enhance pupil's enjoyment and understanding teaching should reflect a variety of learning styles including the use of ICT, games, drama, speaking, listening and writing.
8. Principles of good teaching and learning in phonics will be shared with parents through workshops, twitter, literature and via the school website.
9. Pupils should be taught the conventional ways of forming letter shapes, lower case and capitals through purposeful guided practice using the RWI handwriting scheme. Modelling letter formation should be used to encourage a comfortable and legible handwriting style.
10. All Children in school up to the end of KS3 should be taught phonics. KS4 children should be taught functional reading skills.

Roles and Responsibilities:

English Lead will manage the curriculum in terms of content and resources monitor the planning and offer their skills, knowledge and support to colleagues.

Class Teacher is responsible for using assessment to plan phonics and handwriting lessons.

Class Team will deliver lessons, from teacher planning, and assess as appropriate.

KS4:

After KS3 it is no longer appropriate for pupils to be taught phonics and a more functional reading approach should be taken.

A term initially defined for UNESCO by William S. Gray (The Teaching of Reading and Writing, 1956, p. 21) as the training of adults to 'meet independently the reading and writing demands placed on them'.

Cued Articulation: The use of cued articulation will be used to develop speech and phonetic reading for children with speech and language difficulties, and also to raise the sound awareness skills of everyone in the class, initially across ks1. A set of hand cues will be used for teaching the individual sounds in a word. There are 26 consonants and 23 vowel sounds hand movements. Each hand movement represents one sound and the cue gives clues as to how and where the sound is produced.

Conclusion:

This policy is a guideline to the teaching and learning of phonics. Our aim is for all phonics lessons to be fun and engaging for all pupils. The acquisition of phonic knowledge is key to many literacy activities, including spelling and reading and needs regular systematic practice to achieve the best progress. Daily practice is key, but learning should be applied across the curriculum.