

Penshurst CE Primary School	
Phonics Policy	
Subject Leader	Katy Foy
Date of Policy	Academic Year 21/22
Review Date	September 2022

Phonics Policy 2021-22

Intention

At Penshurst CE Primary School, we are dedicated to ensuring that all children become successful, fluent readers by the end of Key Stage 1. We believe this is achievable through a combination of high quality, discrete systematic phonic teaching and children being exposed to a language rich curriculum that promotes reading in all curriculum subjects, and for pleasure.

We teach phonics through our own, personalised ‘Penshurst CE Primary School: systematic, synthetic phonics programme’ which has been written by us, for our children. It broadly follows the teaching sequence of Letters and Sounds until Phase 5, where we have adapted the teaching sequence to better suit our children and to ensure that decodable books can be matched throughout Key Stage 1. We start phonics quickly in Reception with children recapping the skills of Phase 1, and then swiftly moving into the first sets of letter sounds. Our rigorous and ambitious phonics programme ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell and they move through the school. We have engaging and carefully selected resources to support them throughout, which remain consistent across all classes to ensure consistency of approach. We also continuously model the ‘real-world’ application of the learning in their phonics lessons, through shared reading and writing in other curriculum areas and through their play.

[Phonics: How to pronounce pure sounds | Oxford Owl - YouTube](#) - correct pronunciation of sounds.

Implementation

Children are introduced to synthetic phonics at the beginning of Reception and progress through the phases during Reception and Key Stage 1. Phonics lessons are given high priority in the class timetables and are taught daily. We follow our own systematic, synthetic phonics programme which has been written to ensure consistency of approaches, fidelity to one set of resources to be used throughout the school, to match the progression of Bug Club decodable reading books and to ensure that all children are receiving well-paced, ambitious and progressive phonic teaching.

Our expectations of progress are:

- Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy. They are also exposed to the new graphemes of Phase 5 (Phase 5a) They are also taught to read and spell the ‘Tricky Words’ for each of the phases covered.
- Children in Year 1 review Phase 3 and 4, and then recap the new graphemes of Phase 5 (Phase 5a) They then are taught to read and spell words using alternative spellings of previously taught graphemes (Phase 5b, 5c, 5d) with fluency and accuracy. They are also taught to read and spell the ‘Tricky Words’ for each of the phases covered.

Children in Reception are heard read 1-1 by their teacher at least twice a week, and in Key Stage 1 at least once a week. They take home a decodable book as soon as they are able to blend independently and before this they take home wordless books to focus on storytelling and comprehension skills. We prioritise reading 1-1 at this early stage, so that we can closely monitor how the children are applying their phonic knowledge and quickly pick up on any misconceptions or gaps. The children will only take home books that contain GPC’s they have been taught, and that they can read with 95% accuracy

independently. We also ensure there are many other opportunities to hear children read; through opportunities provided in their play, shared reading, whole class reading lessons and throughout other curriculum areas.

Children take home the decodable book they have read with their teacher/other trained adult to practise at home with parents. It is expected they will re-read the book multiple times before having their book changed, so the children have the opportunity to build fluency, expression and recognition of common, repeated words.

Children who are identified as needing further support to keep up with our phonics programme are quickly provided with additional sessions, outside of the whole class phonics teaching, still following the principles of the phonics programme. Children in Key Stage 2 who still require additional phonics support will receive targeted intervention using the 'Catch up readers' programme, which closely matches our own phonics programme and is supported by our resources which the children are familiar with. We strive to ensure that children 'keep up' rather than 'catch up' and so early intervention is prioritised when children are identified as making slower than expected progress.

Impact

We assess the progress and attainment of our children at regular intervals throughout their phonic journey. This allows us to identify children who need additional support and provides us with the information we need to personalise our 'recap' sessions accordingly.

We ensure that all our children are prepared to take the Phonics Screening Check in Year One. Any child not passing the check will re-sit in Year Two and receives support throughout the year to ensure they are ready to do so.

By the time our children leave Penshurst CE Primary School, they are competent and fluent readers who have a passion for reading a range of different genres including stories, poetry and information texts, and who can participate in discussions around what they are reading. This outcome starts with the solid foundation of the child having secure phonic knowledge, which we provide through our structured, rigorous and ambitious phonic programme.

Phonic Screening results	
December 2020	100%
December 2021	100%