



Inspire Learning, Ignite Curiosity

Marlow C of E Infant School Phonics Policy 2023

Then God said, “Let us make humankind in our image, in our likeness”

Genesis 1:26

Rationale

At Marlow Church of England Infant School our curriculum vision is to inspire learning and ignite curiosity within a welcoming Christian and spiritual community. We embrace the uniqueness of everybody and are inclusive of all. Our values of respect, kindness, perseverance, forgiveness, thankfulness and service guide all that we do and our aim is for every child to feel nurtured, supported and safe.

Our belief is that every individual is created in God's image and therefore is precious and valuable. We believe in treating everybody with respect and dignity because we acknowledge everyone's God given value and unique identity.

We aim to achieve this by providing children with the opportunity to work towards achieving their full potential by:

- Embracing the uniqueness of everybody and be inclusive of all
- Empowering all to be enthusiastic learners
- Ensuring that every child feels nurtured, supported and safe
- Enriching learning through progressive teaching methods and technology
- Being responsible to and for society
- Being good citizens of the planet

As a school we support the rights of children and these rights are encompassed in the UN Convention of the Rights of the Child. This policy focuses on helping to realise Article 28 *All children have the right to a good quality education*

Intent

At Marlow Church of England Infant School, we want every child to be successful, fluent readers and writers by the end of Key Stage One and we believe that this is achievable through a combination of strong, high quality, discrete phonics teaching combined with regular, daily opportunities for developing reading skills. The teaching of phonics is a key strategy that is used to help our pupil to read, write and spell.

At Marlow C of E Infant School, we aim

- To provide consistent, high quality phonics teaching that ensures all pupils have a strong foundation upon which to tackle the complex processes of reading and writing.
- To ensure that the teaching of synthetic phonics is systematic and progressive throughout the foundation stage and key stage one
- To ensure that pupils have sound phonetic knowledge, understanding and skills so that they can decode words confidently and engage with higher order reading and writing skills.

Objectives

- To teach pupil aural discrimination, phonemic awareness and rhyme to aid reading, writing and spelling development.
- To encourage the use of segmenting and blending so that decoding skills provide a sound foundation for reading, writing and spelling.
- To ensure the teaching of phonics is lively, interactive and investigative.
- To ensure pupils use phonic awareness across the curriculum.
- To ensure that pupils know the 44 phonemes within the English language.
- To ensure that pupils recognise the graphemes within words and associate them with the appropriate phoneme when reading.
- To ensure pupils are taught strategies to identify and decode 'tricky words' within the English language.

Statutory Requirements

Statutory requirements for the teaching and learning of Phonics are laid out in the National Curriculum for English (2014)

<https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study>

The *statutory framework for the Early Years Foundation Stage (2021)*

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

Implementation

We follow Essential Letters and Sounds in Reception and Year One and Lesley Clarke Synthetic Phonics in Year 2. The ELS lessons are taught through flash cards, interactive whiteboard slides and apply work books purchased from Oxford University Press. The Lesley Clarke lessons are taught through lesson plans purchased from Lesley Clarke Synthetic Phonics.

Pupils begin learning phonics from the very beginning of Reception and it is taught explicitly during a dedicated phonics lesson. Discrete phonics sessions in class are timetabled and taught daily at the beginning of the school day. The expectation is that phonics is taught for at least 20 minutes each day. As well as discrete phonic sessions, phonics is taught through regular reading and writing sessions and through embedding the phonics by linking it with other curriculum subjects throughout the school day.

In Reception and Year 1, the ELS lessons follow the 4-part lesson structure outlined below:

Review:

These parts of the lessons have been planned to revise previously taught graphemes, previously taught 'harder to read and spell words', oral blending and quick recall of some words already taught.

Teach:

These parts of the lessons have been planned to introduce new learning. Within this part of the lesson using the ELS slides, the teacher will teach a new 'harder to read and spell word', a new sound using an associated picture with a mnemonic and will teach the children to write the grapheme.

Practise:

These parts of the lessons are when the children 'have a go' at using the new learning (from the 'teach' part of the lesson) to read words with the new sound in. They also complete an activity to spot the sound when mixed with other graphemes.

Apply:

These parts of the lessons involve the children applying their new knowledge in reading or writing activity. There is a balance of reading and writing activities in 'apply' across the week. On the ELS slides, the pupils read phrases and/or sentence that include the new sound and 'harder to read and spell word'. The pupils then complete the associated apply sheet within the activity book.

In Year 2 lesson follows the 4 part lesson structure outlined below using Lesley Clarke Synthetic Phonics:

Review:

These parts of the lessons have been planned to revise a variety of different phonic skills across the week, so none of them get forgotten. The focus of the previous lesson is usually included, so the children are recapping the most recent new learning at the start of the next lesson and it is more likely to be retained.

Teach:

These parts of the lessons have been planned to introduce new learning. The adult leading the session introduces the new learning (this may include modelling). The children complete a task as a class so that their new learning is supported. There is a balance of reading and writing activities in 'teach' across the week.

Practise:

These parts of the lessons are when the children 'have a go' at using the new learning (from the 'teach' part of the lesson) to read/write words by themselves (or possibly with a partner). Most of the words are linked to the new learning, but some are linked to previous learning, which may need revision.

Apply:

These parts of the lessons involve the children applying their new knowledge on a read or writing activity. There is a balance of reading and writing activities in 'apply' across the week

At Marlow C of E Infant School, we will provide ample opportunities to reinforce and apply acquired phonic knowledge and skills across the curriculum and in such activities as reading and both shared and guided writing.

Progression

Pupils will progress through the six phonics phases as outlined on our long-term phonics plan (See Appendix 1)

By the end of the Summer Term, Reception pupils should be secure with phase three sounds and beginning to recognise some phase five sounds. By the end of Year 2, pupils should be proficient in their phonics knowledge and have completed phase six of Letters and Sounds. Pupils in Year 2 who did not meet the required standard for phonics in Year 1 and need more work on 'decoding' and 'word reading' skills; will have opportunities to practice these using daily phonics sessions

Meeting the needs of all pupils

All children are taught in a class group and the aim is that the class master the learning together. Using formative assessment, the teacher identifies pupils who are at risk of falling behind and planning is differentiated to accommodate the needs of these pupils. If necessary, the class teaching assistant will be involved within the lesson in supporting identified pupils to ensure that focused teaching takes place. In some circumstances, additional phonics sessions are put in place to enable the gaps in learning to be filled and to ensure rapid progress is made.

Inclusion

Careful attention is given to meeting the needs of children with SEN at the planning stage. This can be assisted if the following are taken into account:

- the importance of relating the activities to the pupils' own experiences;
- emphasis on learning through visual, aural and tactile and expressions of that through non-verbal and creative media;
- the use of practical activities and learning through first hand experiences;
- opportunities for response and reflection and the use of self-evaluation and assessment;
- extension activities to enable those with developed skills.

Activities are matched to the pupils' abilities and teachers always carry high expectations of all pupils so that each child has equal opportunity to reach their full potential. Teachers annotate planning and use their professionalism to highlight any concerns.

Pupils' progress is regularly monitored at key stage, senior leadership team and pupil progress meetings. Where a child is showing concern or potential, necessary measures are put in place to enable personalised and focussed support.

In Reception, workshops and intervention groups have been introduced to offer focussed support in communication and language, physical development and literacy.

Please refer to the SEN policy for further information

Equal Opportunities

Please refer to the school's Equalities Policy.

Assessment

Teachers use formative assessment and end of phase summative assessments to track and review pupils' progress. Assessments also inform teachers of targeted intervention sessions that may be needed.

A phonics tracker (See Appendix 2) is completed by each class teacher in September, December, March and July to identify number of pupils in the class working within each phase.

Please refer to the school Assessment Policy for further detail.

Statutory Assessment

In the summer term of Year 1, the pupils complete a Phonics Screening Test which is a statutory assessment. The test assesses pupils' phonics skills and each pupil is scored against a national standard. Those pupils not achieving the standard will retake the test in the summer term of Year 2.

The Role of the English Subject Leader:

Phonics teaching & learning is led by the English subject leader whose role consists of:

- Taking the lead in policy development.
- Supporting colleagues in their implementation of the scheme of work and in assessment & record keeping activities.
- Monitoring the progress in phonics and advise the Headteacher of action needed.
- Taking responsibility for the purchase and organisation of subject resources.
- Keeping up-to-date with developments in phonics education and disseminate information to colleagues as appropriate.

The Role of Governors

Governors determine, support, monitor and review school policies. They support the use of appropriate teaching strategies by allocating resources effectively. They ensure that buildings and equipment are safe. They monitor pupil attainment across the school and ensure that staff development and performance management promotes good quality teaching.

Monitoring and Evaluation of the Phonics Policy

The effectiveness of the policy will be monitored during the year through:

- monitoring of teaching and learning by the English Subject Leader and Senior leadership team;
- visits from the inspectorate or advisory team;
- consultation with staff;
- sampling of pupil's work and target setting across year groups;
- English governor to monitor through discussions with subject leader.

The following criteria can be used as a measure of success:

- Have the learning targets been achieved?
- Have standards improved?
- Is there whole-school consistency?
- Has any part of the policy been difficult / impossible to achieve?

Policy Review date: January 2023

Next Review date: January 2026

Appendix 1

Phonics Curriculum Progression Document

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Phonics Phase	Reception	Phase 2	Phase 3	Phase 3-4	Phase 3-4	Phase 4	Phase 5 introduction
	Year 1	Phase 5	Phase 5	Phase 5	Phase 5	Phase 5	Phase 5
	Year 2	Phase 5	Phase 6	Phase 6		Phase 6	
Milestones	Reception	80% secure at phase 2 or beyond		100% secure at phase 2 50% secure at phase 3		80% secure at phase 3 or beyond	
	Year 1	80% secure at phase 4 or beyond		85% secure at phase 4 or beyond		89% achieve expected standard in phonics screening	85% secure at phase 5 or beyond
	Year 2	15% working in phase 6		75% working in phase 6		100% of cohort will have achieved the expected standard in phonics screening	85% secure in phase 6
Key Vocabulary		Blend, blending hands, consonant, decoding, digraph, encoding, grapheme, phoneme, phonics, pseudo words, robot arms, segment, sound talk, split digraph, stretch, trigraph, vowel, vowel digraph VC (vowel consonant), CVC (consonant, vowel consonant), CCVC (<u>consonant, consonant</u> , vowel consonant),					

Appendix 2

Phonics Tracking



Marlow Church of England Infant School
Phonics Tracking

Reception Expectations

December: 80% secure at phase 2 or beyond

March: 90% secure at phase 2

50% secure at phase 3

July: 80% secure at phase 3 or beyond

80% = 48 children

90% = 54 children

Year 1 Expectations

December: 80% secure at phase 4 or beyond

March: 85% secure at phase 4 or beyond

June: 89% achieve expected standard in

Phonics Screening

July: 85% secure at phase 5 or beyond

80% = 48 children

85% = 51 children

Year 2 Expectations

December: 15% working in phase 6

March: 75% working in phase 6

June: All achieve expected standard in

Phonics re-screening

July: 85% secure in phase 6

80% = 48 children

85% = 51 children

Reception	No in Cohort	Boys	Girls	EAL	SEN	Looked after	FSM	Summer born	Working in phase 1	Working in phase 2	Working in phase 3	Working in phase 4	Secure at phase 4
September													
December													
March													
July													

Year 1	No in Cohort	Boys	Girls	EAL	SEN	Looked after	FSM	Summer born	Working in phase 2	Working in phase 3	Working in phase 4	Working in phase 5	Working in phase 6
September													
December													
March													
July													

Year 2	No in cohort	Boys	Girls	EAL	SEN	Looked after	FSM	Summer born	Working in phase 2	Working in phase 3	Working in phase 4	Working in phase 5	Working in phase 6
September													
December													
March													
July													