

# Phonics Policy

## Christ the King RC Primary School



## Introduction

2022-23 saw the introduction of a new phonics scheme 'Oxford Reading Tree Floppy's Phonics' – a move away from the Letters and Sounds phases to Oxford Tree levels. The new scheme was delivered in Reception and Year 1.

In 2023-2024 the new scheme will also be rolled out into Year 2.

## Aims

- To present high quality, systematic phonic work, which establish consistent practice, progression and continuity.
- To enable children to start learning phonic knowledge and skills by the age of four, with the expectation that they will become fluent readers, having secured word building and recognition skills, by the end of Key Stage 1.
- To ensure that children apply phonic knowledge as their first approach to reading and spelling, even though all words do not conform to regular phonic patterns.
- To ensure that the children are taught common exception words that do not conform to regular phonic patterns and the high frequency words.
- To ensure that children have opportunities to read texts and words that are within their phonic capabilities as early as possible.
- To encourage children to attempt to spell words for themselves, within the range of their phonic knowledge, by building an individual repertoire and the confidence and strategies to attempt the unfamiliar.
- To help children to apply the skill of blending sounds in order to read words.
- To help children to segment words into their constituent sounds in order to spell words.
- To help children access the world of and enjoyment of reading and writing.

## Organisation

A minimum of 4 Phonics sessions a week will be taught by class teachers to whole class or small groups as the teacher sees fit. Learning outcomes and support are differentiated, based on the needs of children working on different phonics levels. Sessions should last approximately 20 minutes followed by a reading, spelling and writing session of approximately 20 minutes.

## Expectations

*(Expectations are dependent on the ability of each individual year group. Groups should be assessed and the needs of individual children met through sessions and interventions)*

- Reception will begin phonics at level 1+. Throughout the year, the children will progress onto level 2/3 depending on the ability of individual year groups. It is expected that children will have reached the following levels - at least 80% of children will be secure at level 3.
- In Year 1, classes will follow on from the work done in Reception and aim to cover revision where needed and levels 4 and 5 by the end of year. It is expected that children will have reached the following levels - at least 80% of children secure at level 4 and at least 80% of children to pass the Phonics Screening Check.
- In Year 2, classes will follow on from the work done in Year 1 and aim to recap alternative phonemes/spellings in level 5. It is expected that children will have reached the following levels - at least 80% of children secure at level 5.

- Phonics work should be continued throughout Key Stage 2 through guided group work where appropriate using the International Phonics resources (which is a good continuation of the Floppy's Phonics scheme).

### **Assessment**

- Children should be assessed through observations during phonic sessions.
- Phonics assessments take place in Reception, Year 1 and Year 2 every half term. In KS2, assessments will take place as appropriate.
- In Year 1, children will take the national Phonics Screening Check in June. Those children who did not meet the expected standard in Year 1 will retake the Screening Check in Year 2. The Check gathers information on the children's ability to blend and segment words and alien words.
- Results from the Phonics Screening Check will be used to identify groups of children meeting the expected standard and those who have not done so. Additional support will be provided for children who will re-take the Check in Year 2.

### **Targeting children who are not making progress**

If children are not making the expected progress, there are a number of ways this can be addressed:

- Half termly tracking meetings are used to highlight individuals/small groups who are not meeting the learning outcomes within differentiated sessions and next steps can be decided.
- Discussions with the SENCO to highlight any concerns with individuals/small groups that may need to be addressed and appropriate strategies will be put into place.