

**Lidget Green Primary School**

**Phonics Policy**

**Vision**

At Lidget Green Primary we aim for all children to read well and quickly by developing their phonic skills. We believe that our children can become fluent readers and writers through the teaching of phonics. We want our children to develop a love of reading which will continue with them throughout their life.

**Intent**

At Lidget Green Primary the children will follow the Essential Letter and Sounds (ESL) phonics scheme. The ELS phonics scheme teaches children to read using a Systematic Synthetic Phonics approach. It is designed to be used as part of an early learning environment that is rich in talk and story, where children experience the joy of books and language whilst rapidly acquiring the skills to become fluent independent readers and writers.

**ELS teaches children to;**

* Decode by identifying each sound within a word and blending them together to read fluently
* Encode by segmenting each sound to write words accurately.

**Implementation**

At Lidget Green Primary phonics will be taught on a daily basis. We endeavour to provide whole class quality first teaching in a language rich environment that develops children’s oracy and literacy skills.

The ELS phonics scheme will ensure that the teaching of phonics will provide children with;

* ‘Fidelity’ in the teaching of phonics throughout the school.
* The delivery of whole-class, high-quality first teaching.
* Well-structured daily lesson plans.
* Resources that support effective teaching
* Repetition and reinforcement of learning
* Regular and manageable assessment to ensure that all children ‘keep up’ rather than ‘catch up’

**Planning**

Teachers will follow the planning and progression set out by the ELS scheme. The ELS planning provides teachers with:

* An assessment framework to check pupils' knowledge.
* An overview of the teaching of phases 1 to 5.
* Term by term progression of the teaching of each phase.
* Structured daily lessonsfor the teaching of each new phoneme and grapheme (with sample lesson plans.)
* Structured support of how to deliver each lesson; following a structure of **review**, **teach**, **practise** and **apply.**
* Interactive white board presentations to teacheach new phoneme and grapheme.
* An overview of the reading progression linked to sounds taught.

The ELS scheme also provides sample lesson plans and video support on how to deliver structured intervention sessions.

**Teaching**

The teaching of phonics starts in **Nursery** with **phase 1**, where the focus is on developing the children’s speaking and listening skills. This lays the foundations for the phonic work which starts in Phase 2. The emphasis during Phase 1 is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills. During **Spring term 1** Nursery will introduce children to **phase 2** graphemes, with the focus on grapheme recognition, hearing initial sounds and orally blending single syllable words

Reception

In **Reception** the children start working within **phase 2** with a continued focus on developing children’s oral blending and grapheme recognition. They will also use the introduced phonemes to ‘sound out’ and blend words. Twelve new ‘Harder to Read and Spell’ words (HRS) will also be introduced during this half term.

**During Autumn term 2, Spring term 1 and Spring term 2** reception children will be taught **phase 3**. Phase 3 will introduce the children to 29 new sounds and 32 new harder to read and spell words (HRS). There will also be a revision of phase 2 sounds during these terms.

Throughout **Summer term 1** reception children will be taught **phase 4**. This phase does not introduce any new sounds or HRS words. Instead the children will focus on reading longer words using phase 2 and 3 sounds and words containing suffixes.

In the **Summer term 2** reception children will begin **phase 5**. In phase 5 the children are introduced to new graphemes for reading, 12 new GPCand 16 new HRS words.

**Year One.**

In **Autumn term 1 and 2** children in Year 1 will be taught **phase 5** with the focus on a revision of previously taught phase 5 GPCs. Two new GPCs will be introduced plus 9 new HRS words.

During **Spring term 1 and 2** Year 1 children will learn alternative spellings of previously taught sounds, 49 new GPCs and 4 new HRS words. There will also be a strong focus on oral blending and a revision of phases 2, 3, and 4.

Throughout **Summer term 1 and 2** children in year 1 will continue with a revision of all previously taught GPCs for reading and spelling with a focus on a wider reading, spelling and writing curriculum.

The teaching of phonics does not stop at the end of Year 1, but continues as children move through school, with links being made between their GPC knowledge and spelling. This all helps to support the Y2 programme of study for phonics and spelling outlined in the National Curriculum.

**Monitoring**

The phonics subject leader is responsible for monitoring the quality and impact of teaching and the standards of children’s work. The phonics leader will help supports colleagues in the teaching of phonics by providing a strategic lead and practical support where appropriate. The subject leader is also responsible for reviewing developments for phonics as identified on the School Improvement Plan, evaluating strengths and weaknesses in the subject, and indicating areas for further improvement through book reviews and lesson observations.

**Assessment**

Baseline assessments take place throughout the children’s first week of school and during  the first week for any new starters. After that, assessments are carried out in week 5 of every half term. Assessments are used to check children’s progress so that any gaps in their knowledge can quickly be identified. The assessments also highlight any children requiring additional support through interventions.

Phonics Screening Checks take place every half term for children in Year 1 and children in Year 2 who have not yet met the required standard. These assessments identify progress and children requiring additional support.

**Interventions**

Children who encounter difficulties are supported first by their teacher throughout the phonics lessons. Where further support is needed they will take part in a Catch -Up intervention with their teacher or a member of the support staff during the same day.

The interventions focus on three core elements; oral blending, grapheme-phoneme correspondence (GPC) recognition and blending for reading. Additional interventions are also provided to support children needing support across Key Stages 1 and 2.

**Resources**

All resources used are from the essential Letters and Sounds programme.

**Impact**

Impact is measured by ensuring children acquire appropriate age-related expectations in phonics and reading.

**Expectations:**

* To apply phonic knowledge and skills as the route to decode words
* To read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
* To read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
* Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.
* Write sentences by:
* Saying out loud what they are going to write about
* Re-reading what they have written to check that it makes sense
* Outcomes in the Year 1 phonics screening will be at least in line with or above national outcomes.
* Outcomes at the end of KS1 in reading and writing will be at least in line with or above national averages for attainment and progress.
* Outcomes at the end of KS2 in reading and writing will be at least in line with national or above averages for attainment and progress.
* The % of pupils working at Age Related Expectations in reading and writing will be above or in line with national averages.
* There will be no significant gaps in the progress of different groups of pupils (e.g. disadvantaged vs non-disadvantaged) in reading and writing.

**Approved by SLT**

**Date:      \_January 2023**