



Phonics Policy

Aims: It is our aim at Fellgate Primary School to ensure all children can read fluently and to achieve this as quickly as possible. Children in Reception, Year 1 and Year 2 use a synthetic phonics approach to learn to read. Some children in Key Stage 2 may also still be a part of the programme. We are dedicated to increasing children's knowledge of how letters are linked to sounds (phonemes) to form letter-sound correspondences and spelling patterns and to help them learn to apply this in their reading.

Teaching Approaches: We use a multi-sensory approach to teaching phonics, using actions and mnemonics to support children's learning.

Phonics lessons are structured:

1. Revisit and Review – Children will recap previously taught phonemes.
2. Teach – A new phoneme will be introduced.
3. Practise – Blending and segmenting.
4. Apply – New knowledge applied to reading and writing.

Differentiation and Challenge: Children will be supported through appropriate and flexible challenge within the classroom. Children will be challenged to apply their learning to their reading and writing outside of discrete phonics sessions. Children who are 'rapid graspers' will be challenged appropriately, moving on to the next set of sounds as set out in our progression document.

Phonics Curriculum: At Fellgate, we use the Jolly Phonics scheme to teach phonics. The scheme of work has been carefully designed to ensure coverage of the 44 phonemes and ensure progression.

Inclusion and Equal Opportunities: Our curriculum is fully inclusive and all children can succeed in phonics. Lessons are designed to teach phonemes in a clear progression, drawing on prior knowledge to enable all children to make progress. We support ranging needs, celebrate cultural diversity and make learning relevant through linking content to the context of our school and children.

Intervention: Teachers use formative assessment throughout lessons, using interventions where appropriate to ensure gaps in learning are filled before the next session. Some children in KS2 may also receive phonics intervention to address any misconceptions and gaps in learning.

Speaking and Listening: Speaking and listening is a vital aspect of Phonics sessions. Children are encouraged to segment and blend aloud. They are also encouraged to articulate their ideas while applying their phonetic knowledge to their reading and writing.

Planning in Phonics:

Phonics is taught through planned daily sessions which build upon prior knowledge and skills. The Phonics scheme of work and progression document are used to plan the daily phonics sessions.

Health & Safety: School has its own generic risk assessment which can be found in the resources drive. This risk assessment is reviewed annually with South Tyneside's Health & Safety Department.

Timetabling of Science: Phonics lessons take place daily throughout EYFS and KS1.

How do we assess science? Phonics assessment is on-going and formative. It informs teachers of misconceptions and allows them to be addressed rapidly. Phonics tracker is used periodically to support teachers in identifying gaps in learning. Teachers use phonics tracker to assess the children's recognition of individual graphemes as well as assessing their ability to segment and blend phonemes in the style of a phonics screening check. Year 1 pupils sit the phonics screening check in June each year. The children who do not meet the expected standard retake the test at the end of Year 2.

Homework in Phonics: Teachers send home reading books which are closely matched to the children's phonetic ability. The children are asked to read them at home to consolidate their learning of phoneme/grapheme correspondence.

Extra Curricula Phonics: After school KS1 Phonics club is provided throughout the year.

CPD in Phonics: Delivered by Phonics or English lead, external advisors, independent reading and virtually.

Work and Presentation: Non-negotiable school presentation and organisation procedures should be adhered to. Phonics work may be presented using sound buttons to support children's identification of individual phonemes.

Marking: Marking is ideally done 'live' during lessons, teachers respond to misconceptions as a whole class or through intervention. Pupils sometimes self-assess/peer mark. Questioning is used to extend learning.

Evaluation and Monitoring: Teachers ensure high quality teaching of phonics (ensuring the correct pronunciation of phonemes is modelled at all times by all members of staff), termly pupil voice, governor meetings and work scrutinies. When formal observations take place, they are conducted alongside a member of SLT with a key focus.

School Governor Role in Phonics: There is a link governor allocated for the oversight of phonics. Key documents/action plans are shared when updated and regular meetings are held with the link governor