



Rossmore Phonics Policy

Intent

At Rossmore School we are committed to the delivery of excellence in the teaching of Phonics. We aim to develop each child so that they are able to read with fluency as well as develop a love of reading that will stay with our children all their lives.

The independent review of early reading conducted by Jim Rose confirmed that ‘high quality phonic work’ should be the prime means for teaching children how to read and spell words. The review also highlighted the importance of developing from the earliest stages of children’s speaking and listening skills, ensuring that beginner readers are ready to get off to a good start in phonic work by the age of five. Such work should be set within a broad and rich language curriculum.

Bold Beginnings November 2017 stated that “All primary schools should: make sure that the teaching of reading, including systematic synthetic phonics, is the core purpose of the Reception Year.” This policy is aimed at reinforcing a consistent, high quality approach to the teaching of phonics across the Early Years Foundation Stage, (EYFS,) Key Stage One and on into Key Stage Two for children who still need this further support.

Objectives

- To provide consistent, high quality phonics teaching that ensures all children have a strong foundation to read and write.
- Phonics teaching will be systematic and progressive throughout the foundation stage, key stage one and key stage two for those children needing interventions to support phonetic knowledge and understanding.
- To ensure that children have sound phonetic knowledge, understanding and skills so that they can decode words confidently and engage with higher order reading and writing skills.

Aims

Our children are entitled to a Phonics curriculum which enables them to:

- Gain a progressively deeper understanding of the phonetic structure of the English language.
- Apply their phonic knowledge and skills to decode unfamiliar words fluently and accurately.
- Read rapidly to apply what they have learned across the whole curriculum.

- Create fluent readers, confident speakers and willing writers.
- Develop a life-long love of reading.

Implementation

At Rossmore, we follow the Letters and Sounds document's principles and practice across the EYFS and Key Stage One – this is supported by using a range of resources to support the effective delivery of phonics lessons by catering for all children's needs. Lessons promote active participation are quick in pace, engaging and challenging for all children within the lesson.

Discrete phonics lessons take place daily across Reception and Key Stage 1. In Reception the children begin with a 20 minute lesson daily which builds up to 30 minutes by the spring term. All lessons follow the cycle of 'Revisit/Review, Teach, Practise, Apply' to ensure that children are consolidating phonic knowledge and skills over time and that they are able to apply them in context. Consequently, wherever possible, links between phonics knowledge and understanding are made to learning in both Reading and Writing.

Phonic assessments are carried out half termly alongside formative assessments in daily lessons. Daily assessments allow teachers to target children with a quick, catch up intervention on the same day. Teachers use assessment to inform them of the progress children are making. It also enables teachers to adapt the provision if necessary to ensure the needs of individual pupils are met. All assessments inform targeted interventions for the lowest 20% to ensure that no child is left behind. Phonics interventions continue into KS2 for children who still require this support and teachers make opportunities for application in daily Literacy/Reading sessions.

Classroom Environment

All classrooms have a phase appropriate Phonics display, concentrating on both sounds and key words that the children are currently learning. Phonics mats and phoneme walls should be available in every lesson to support children's early writing across the curriculum. All resources are consistent across the school to allow teachers and children to have fidelity. In EYFS, the displays should reflect the letters and sounds that the children have been taught. This working wall will be updated daily. Phonics activities will be out in the provision. The outdoor learning environment provides multiple opportunities to consolidate learning and both the indoor and outdoor environment is rich with print.

Reading

Systematic synthetic phonics plays a key role in a rich and varied reading programme. As a school we have invested in fully decodable phonetic books (Big Cat Phonics, Songbird Phonics) to support children to apply their phonic knowledge

and skills, as well as develop their reading comprehension. Reading books are organised in line with the Letters and Sounds programme and children are matched to books that include graphemes and tricky words they have been taught. This makes it easy for teachers, parents and children to choose a text that was matched to the child's growing phonic knowledge and that does not encourage a child to guess at words if they included GPCs they had not yet been taught.