



## Phonics Policy and Procedures

Date of issue	Next review	Version	Signed: Chair of Governors	Signed: Headteacher
Sept 2021	Sept 2022			

### Single Equality Statement

The [Equality Information and Objectives](#) document, for Veritas MAT, provides a format for addressing the statutory duties of the Equality Act 2010 and The Children and Families Act 2014. This supersedes and brings together all previous statutory duties in relation to race, gender and disability and also addresses the duty to promote community cohesion, thus meeting the school's statutory duties in these areas.

### Governor Statement

The headteacher in each school is the leader of their school. Each member school has autonomy over its curriculum and provision and, while upholding the three core values of the trust, we expect each school to have an individual character relevant to the community it serves.

Each school has a Regional Governing Body. Warden House and Pilgrims' Way Primary Schools share a Regional Governing Body while Mundella Primary has its own Regional Governing Body. The Regional Governing Body sits six times a year. Each Regional Governing Body reports up to the MAT Board and Trust Members who quality assure their work.

The Regional Governing Body is responsible for a hub of up to three academies. The Regional Governing Body reports up to the Trust Board who quality assure their work. Veritas MAT has two Regional Governing Bodies.

Key areas of responsibility for the Regional Governing Body are:

#### **Standards, Finance and Audit, Human Resources, Infrastructure and Procurement**

The Executive Board consists of the CEO and Company Secretary / Trust Business Manager who run a team that support core operational tasks across the trust. Roles include finance, standards, research, training, school-to-school support and mentor-coaching. The CEO and a designated Trust Board Trustee also sit on the Regional Governing Body.

The Board of Trustees set the strategic direction, vision and ethos of Veritas Multi Academy Trust and are accountable to the Secretary of State for Education for standards across trust schools.



## **Policy Statements**

### **Introduction**

At Mundella Primary School we strive to ensure that all children become successful, fluent readers by the end of Key Stage One and believe this is achievable through a combination of strong, high quality, discrete phonics teaching combined with a whole language approach that promotes a 'Reading for Pleasure' culture.

The Rose Report (2006) emphasised high quality phonics as an important part of the word decoding skills required by children to develop high level whole language and comprehension skills.

This policy aims to reinforce 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.

### **Aims**

- To teach children 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 enable children to use phonic awareness across the curriculum.
- To ensure that children know the 44 phonemes within the English language.
- To teach children to recognise the graphemes within words and associate them with the appropriate phoneme when reading.
- To provide children with strategies to identify and decode words and build up a fast paced recognition of 'tricky' words.

### **Objectives**

- To provide consistent, high quality phonics teaching that ensures all children 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, key stage one and key stage two for those children needing interventions to support phonetic knowledge and understanding.
- To ensure that children have phonetic knowledge, understanding and skills so that they can decode words confidently and engage with higher order reading and writing skills.

## **Procedures and Guidance**

### **Teaching and Learning.**

**Planning:** The school follows the systematic approach laid out in Letters and Sounds (DfE 2007) which we have adapted to meet the requirements of the new National Curriculum. Staff complete weekly plans for phonics which ensure progression and effective, high quality teaching.

**Lessons:** Discrete phonics lessons take place daily in EYFS and Year 1. To ensure that children are consolidating phonic knowledge and skills over time and that they are able to apply them in context, each Phonics lesson will include the following sections:

- **Revise** – Overlearn the previous graphemes and words
- **Teach** – Introduce a new grapheme / words
- **Practise** – Develop GPCs (grapheme phoneme correspondences) /read and spell new words
- **Apply** – Use the new graphemes / words in games and activities to secure knowledge
- **Assess** – Monitor progress within each phase to inform planning.

Links between phonics knowledge and understanding are made to learning in both Reading and Writing. These lessons proceed at pace and incorporate a wide range of practical and interactive activities to engage the children. These activities are carefully chosen to ensure that children develop their skills in aural discrimination and phonemic and rhyme awareness, blending and segmenting as well as grapheme-phoneme correspondence.

**Resources:** All teachers have a range of resources to use which are appropriate for the level at which the children are working. They include practical resources such as phonic games and use of ICT in addition to whiteboards and pens so that children are continually engaged with their learning. There should also be age and phase appropriate displays in both EYFS and Year 1 classrooms and intervention rooms to support the teaching and application of phonics in Reading and Writing.

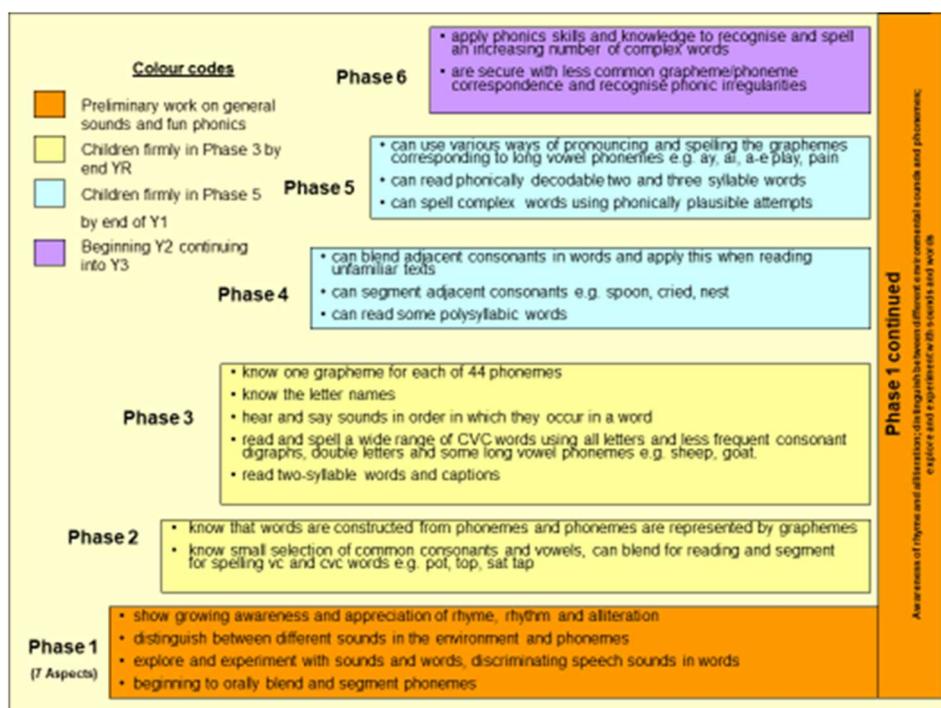
**Intervention:** Children who need extra support to develop their phonic knowledge across Key Stage 1 and 2 are identified and targeted for intervention. There are a range of intervention strategies which the school uses and the most appropriate one is selected once a child's needs have been assessed.

## Organisation

The class teacher is responsible for:

- Ensuring progressing in the acquisition of phonic knowledge and skills with due regard to the National Curriculum for English
- Developing and updating skills, knowledge and understanding of phonics
- Identifying needs in phonics and take advantage of training opportunities
- Keeping appropriate on-going records
- Planning effectively for phonics, liaising with phonics leader when necessary
- Informing pupils and parents of their progress, achievements and attainment

Phases 1, 2 and 3 of Letters and Sounds are introduced and consolidated with the children during EYFS. Phases 4 and 5 of Letters and Sounds are introduced and consolidated throughout Year 1.



## Assessment

Assessment is regarded as an integral part of teaching and learning and is a continuous process. We strive to make our assessment purposeful, allowing us to match the correct level of phonics work to the needs of the pupils, thus benefiting the pupils and ensuring progress. It is the class teacher's responsibility to keep track of the progress made by all children in their class and ensure that gaps are narrowed in phonemic awareness.

**Assessment of Learning:** The attainment and progress of children in phonics is assessed regularly across the year, both discretely at the end of each phase and through Reading and Writing assessments. At the end of Year 1, children participate in the phonics screening check

which assesses their knowledge of grapheme-phoneme correspondence and their skills in blending. This information is submitted to the LA. Those children who do not succeed in the phonics screening check are highlighted for further intervention and targeted support before completing the screening check again at the end of Year 2. For children who do not succeed a second time, provision is made for them to receive intervention and targeted support in Key Stage 2.

## **Inclusion**

All children have equal access to the curriculum as expressed in our Equal Opportunities Policy. We will ensure that phonics is accessible to pupils by:

- Setting suitable learning objectives
- Responding to the variety of learning styles
- Overcoming potential barriers of individuals and groups

This is monitored by analysing pupil performance throughout the school to ensure that there is no disparity between groups.

### **Monitoring and Review:**

Name of curriculum leader: Louisa Blunden

Date: December 2017

Review date: July 2018

## **Monitoring and Review of this Policy**

Date introduced.....

Date adopted by governors .....

Signed ..... (Phonics Subject Leader)

Signed ..... (Head Teacher)

Signed ..... (English Governor)

The policy implementation is the responsibility of all staff. Its use and effectiveness will be supported and monitored by the Phonics Subject Leader, on behalf of the Head Teacher and Governors.