



Newton British School

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An international community of learners striving for excellence and celebrating success



Phonics Policy

Our Vision

‘An International community of learners striving for excellence and celebrating success’

Our Mission

We aim to provide the highest quality of education possible for students of all abilities. In doing so, we aim to positively encourage each student to achieve academic excellence, enjoy creative diversity, develop critical thinking skills and become lifelong learners and responsible citizens.

To achieve this, we will provide a diverse education in a safe, supportive environment that promotes self-discipline and motivation. We will provide and maintain a calm, trusting and caring atmosphere where teaching and learning are meaningful and developed. We will work in partnership with our staff, students, parents and wider community to achieve our vision.

Introduction

Phonics is to be taught using the Jolly Phonics scheme as a foundation. Jolly Phonics is **a fun and child centred approach to teaching literacy through synthetic phonics**. With actions for each of the 42 letter sounds, the multi-sensory method is very motivating for children. The letter sounds are split into seven groups. As stated, this is a synthetic approach to teaching phonics therefore resources can be gathered from various other areas.

Jolly Phonics is a comprehensive programme, based on the proven, fun and multi-sensory synthetic phonics method that gets children reading and writing from an early age. This means that we teach letter sounds as opposed to the alphabet. These 42 letter sounds are phonic building blocks that children, with the right tools, use to decode the English language. When reading a word, they recognise the letters and blend together the respective sounds; when writing a word they identify the sounds and write down the corresponding letters. These skills are called blending and segmenting.

In pre-school, the children will be exposed to sounds, environmental stimulus as well as activities based on developing their listening skills. In Reception, children will be taught through the 'groups' of sounds. In Key stage 1 children will be assessed on entry and streamed by ability across Year 1 and Year 2. Classes will range from Group 1 through to Group 7.

Phonics is taught in short, briskly paced sessions and then applied to reading and writing in a meaningful context. All activities are matched to the children's abilities and interests, and all classroom environments should have an age appropriate display concentrating on both sounds and key words. All documents relating to phonics will be available on VLE/Fusion.

Aims and Objectives

Early Years

Preschool

By the end of Preschool, children should:

- Have improved speaking and listening skills
- Enjoy books and stories
- Have a curiosity in letter shapes and written words
- Have an increased vocabulary
- Be able to discriminate phonemes
- Begin to recognise some graphemes particularly those in their names

Reception

By the end of Reception, children should:

- Have progressed from orally segmenting and blending to blending and segmenting with letters
- Begin to write simple words and sentences that are phonetically plausible
- Be able to read and spell vc and cvc words
- Begin to read and spell cvcc and ccvc words
- Begin to automatically read words both tricky and decodable
- Be able to discriminate phonemes and graphemes
- Have an increased vocabulary

Key Stage 1

Year 1

By the end of Year 1, children should:

- Give the sound when shown any grapheme that has been taught;
- For any given sound, write the common graphemes;
- Apply phonic knowledge and skill as the prime approach to reading and spelling of unfamiliar words that are not completely decodable;
- Read and spell phonically decodable two-syllable words and three-syllable words;
- Read automatically all the words in the list of 100 high-frequency words;
- Accurately spell most of the words in the list of 100 high-frequency words;
- Form each letter correctly.

Year 2

By the beginning of Group 7, children should know most of the common grapheme-phoneme correspondence (GPCs). They should be able to read hundreds of unfamiliar words, doing this in three ways:

- Reading the words automatically if they are unfamiliar.
- Decoding them quickly and silently because their sounding and blending routine is now well established;
- Decoding them aloud

Children's spelling should be phonemically accurate, although it may still be a little unconventional at times. Spelling usually lags behind reading, as it is harder.

During this phase, children become more fluent readers and increasingly accurate spellers.

Planning and Delivery

Pre School

Planning to be completed by Early Years Coordinator who is currently overseeing the implementation of Jolly Phonics. These will be given to the Year Leaders and are to be taught by all class teachers within the phase. Short term plans will include direct teaching of each group of sounds over the academic year.

Teacher input at the beginning of each lesson will recap on any previous learning and then introduce new learning pitched at the highest ability of the class. Activities will then be differentiated to suit the various abilities within the class with a plenary to consolidate the new learning.

Reception

Planning to be completed by Early Years Coordinator who is currently overseeing the implementation of Jolly Phonics. These will be given to the Year Leader and are to be taught by all class teachers within the phase. Short term plans will include direct teaching, differentiated activities, plenary and environmental suggestions for Groups 1 – 7.

Teacher input at the beginning of each lesson will recap on any previous learning and then introduce new learning pitched at the highest ability of the class. Activities will then be differentiated to suit the various abilities within the class with a plenary to consolidate the new learning.

Key Stage 1

Planning to be completed by KS1 teachers and reviewed by Early Years Coordinator. These will be given to the Year Leaders and are to be taught by all class teachers within the phase. Short term plans will include direct teaching, differentiated activities, plenary and environmental suggestions for Group 1 - 7

Teacher input at the beginning of each lesson will recap on any previous learning and then introduce new learning pitched at the highest ability of the class. Activities will then be differentiated to suit the various abilities within the class with a plenary to consolidate the new learning.

Children will be streamed based on their ability which will be assessed with an entry assessment at the beginning of the year. Teachers will be assigned a specific group for the year and work through schemes of work specifically designed for that ability. Teachers will not swap Phases throughout the year as previously done. Class teachers will also no longer be responsible for the assessments these will be done by the Phonics group teacher.

The Classroom Environment

Pre School

Each class should have a phonics display throughout the year which should act as a working wall. It should display any work that has been done within the group of sounds being taught, for example photographs of learning as well as information relating to the sound of the week (the letter itself, pictures of items that begin with the sound of the week, children whose names begin with the letter.) The environment should also provide opportunities for mark making with various mediums accessible to the children during choice activities.

Reception

Each class should have a phonics display throughout the year which should act as a working wall. It should display the sound being covered that day as well as the sounds re-capped that week; images of items that begin with the sound and any work that relates to phonics to be displayed. The environment should also provide opportunities for mark making and writing with various mediums accessible to the children during choice activities.

Key stage 1

Each class should have a phonics display throughout the year which should act as a working wall. Each classroom should have word mat resources available specific to the class they are teaching. Sounds of the week should be clearly displayed on the board for each phonics lesson. All classrooms should have a V COP display permanently in the classroom to help with independent writing skills.

Assessment

Pre School

There will be one 'starter' Baseline assessment done in the first half of the first term. This assessment is in line with the new Early Years Foundation Stage curriculum.

Reception

There will be 4 assessments for Reception. There are timetabled assessment weeks and during these weeks you will need to find the time to complete the assessments and submit them to the phonics coordinator/EYFS Coordinator by the end of the week. They are as follows:

Assessment 1- Baseline

Baseline 'starter' assessment with some phonics sounds that they may have been exposed to in pre-school.

Assessment 2- End of Term 1

Jolly Phonics Assessment: Each child has an assessment document. Teachers complete the Assessment using flash cards and mark on their assessment with colour assigned to each term. In the blending assessment on page 2 the sounds should be said by the teacher and the child should say the word. In the segmenting assessment on Page 2 the word should be said by the teacher and the child should say the sounds.

Assessment 3- Start of Term 3

Jolly Phonics Assessment: Teachers complete the Assessment using flash cards and mark on their assessment with colour assigned to each term. In the blending assessment on page 2 the sounds should be said by the teacher and the child should say the word. In the segmenting assessment on Page 2 the word should be said by the teacher and the child should say the sounds.

Assessment 4- End of Term 3

Jolly Phonics Assessment: Each child has an assessment document. Teachers complete the Assessment using flash cards and mark on their assessment with colour assigned to each term. In the blending assessment on page 2 the sounds should be said by the teacher and the child should say the word. In the segmenting assessment on Page 2 the word should be said by the teacher and the child should say the sounds.

Key Stage 1

There will be 4 assessments for Key stage 1. There are timetabled assessment weeks and during these weeks you will need to find the time to complete the assessments and submit them to the Literacy Coordinator by the end of the week. They are as follows:

Assessment 1- First Week Back - Baseline

Entry level assessment- Class teachers will work through the entire phonics assessment Group 1-7 with all children. However, once the child is no longer able to answer correctly you will end the assessment. This data will be collated by the Literacy Coordinator who will use this information to place learners in the correct phonics groups for that term.

Assessment 2- End of Term 1

Assessment 3 – End of Term 2

Assessment 4 – End of Term 3

All other assessments will take place within phonics groups, where available, with data being passed on to the Literacy Coordinator.

Reviewed By: Mr. James Houston - Principal and Mr Conor Hayes – Deputy Principal
June 2021

Next Review Date: June 2022