



Phonics Policy



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|----|--|--|--|--|---|
| 1 | Summary | Phonics | | | |
| 2 | Responsible person | Rio Spendlow | | | |
| 3 | Accountable SLT member | Rio Spendlow | | | |
| 4 | Applies to | <input type="checkbox"/> All staff <input checked="" type="checkbox"/> Support staff <input checked="" type="checkbox"/> Teaching staff | | | |
| 5 | Who has overseen development of this policy | Zoe Rucroft | | | |
| 6 | Who has been consulted and recommended policy for approval | Head of School and Governors | | | |
| 7 | Approved by and date | September 2022 | | | |
| 8 | Version number | 2 | | | |
| 9 | Available on | Every | <input type="checkbox"/> Y <input type="checkbox"/> N | Trust website Academy website SharePoint | <input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> Y <input type="checkbox"/> N |
| 10 | Related documents (if applicable) | | | | |
| 11 | Disseminated to | <input type="checkbox"/> Trustees/governors <input type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff | | | |
| 12 | Date of implementation (when shared) | September 2022 | | | |
| 13 | Consulted with recognised trade unions | <input type="checkbox"/> Y <input checked="" type="checkbox"/> N | | | |



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1. Purpose

The purpose of this policy is to describe the intent and implementation of phonics at Thorpepark Academy.

2. Curriculum Intent

At Thorpepark Academy we aim to provide high quality systematic synthetic phonics teaching, to equip children with the skills necessary to become fluent readers and confident writers. Bespoke phonics teaching following the Pearson's Bug Club Programme is an integral part of classroom practice in the Foundation Stage and KS1. Children are taught phonics in whole class groups to ensure a consistent, multi-sensory and supportive learning experience. Some children will be taught phonics in smaller focused groups to ensure their learning is personalised to their abilities and needs.

3. Curriculum Implementation

All staff at Thorpepark teach phonics following the Pearson's Bug Club programme. Phonics is taught as a discrete 30 minute lesson each day in the Foundation Stage and KS1. Pupils who need additional support with phonics will have daily interventions focusing on gaps in learning. Pupils in KS2 who need additional support with phonics have interventions through their graduated response plan taking targets from the steps reading curriculum. All staff at Thorpepark Academy teach phonics following the lesson structure- Revisit, Teach, Practise and Apply. Phonics lessons always begin by recapping on previously taught grapheme phoneme correspondence and irregular and high frequency words.

The following teaching strategies must be used by all staff during phonics teaching-

1. use of sound buttons
2. modelling decoding by segmenting and blending
3. explaining the meaning of new words
4. ensuring children have opportunities of reading words without pictures
5. modelling and encouraging the children to use the phonics vocabulary
6. use of phonics exercise books ensuring children have opportunities to practice spellings relating to their current phonics teaching

LTP and MTP planning for phonics is ambitious and gives teachers and support staff clear expectations of pupils' phonics progress term by term. It is used as a tool for planning and assessment, meaning immediate interventions can be put in place for pupils who need extra support.

All children in Foundation Stage, KS1 and if appropriate, KS2 will be provided with phonics books (hard copies and online copies) that correspond to the phonemes/graphemes and irregular and high frequency words that have been taught during phonics lessons. All children will be provided with a Bug Club login allowing them to access phonics resources, games and reading material online at home which have been set by their teachers. This will be used as a revision / intervention platform to support and challenge pupils. The phonics book and online Bug Club platform ensures that parents can support the home learning partnership.



Phonics is an inclusive subject. Regular and continuous assessments are used to ensure that children are making progress. Interventions are directly matched to the children's phonic level. Children with SEND and those identified as Gifted and Talented have work matched to their ability and pace of learning with opportunities to apply phonic knowledge and provide appropriate challenge. Teaching is tailored to suit the needs and abilities of all children in the whole class group; providing support and challenges when needed. Interventions will provide additional reading and phonics support and will focus on gaps in learning.

4. Curriculum Impact

Pupils are assessed regularly using phonics phase assessment trackers to inform planning, interventions and next steps in learning. Interventions are put in place when pupils need additional support; assessments and formative and summative trackers are used to identify areas that need to be revised or repeated. The phonics subject leader will track where children are currently working at against the phonics LTP (age related expectations) twice every half term. They will analyse this data, discuss with relevant teachers which interventions are already in place and which ones need to be implemented and, evaluate the impact of these. Teachers will make formative daily assessments which will inform their teaching and interventions. Every half term, teachers input phonics assessments on O Track. This data is then analysed by the phonics subject leader and shared with relevant staff.

Some pupils may fail to achieve the expected standard in the Year 1 Phonics Screening Check, reasons for this are considered and case studies are written by phonics lead. Additional support is provided for the children who do not pass and progress is more closely monitored in an attempt to ensure pupils securely pass during the retake in Year 2. If children fail to achieve the expected standard by the end of KS1 they will receive intervention in Year 3 to address the gaps in their phonic knowledge.

Pupil interviews and lesson visits will demonstrate what knowledge the pupils can remember and the skills that they have. These monitoring and evaluations measures will quality assure the consistency of phonics across the school.

Subject reports are completed termly and yearly to share data, training and information about the subject with the Head of School and Governors.

5. Roles and Responsibilities including monitoring of standards

Senior leaders are responsible for ensuring time, resources and support is provided so leaders can carry out their role effectively.

Subject leaders are responsible for the monitoring and evaluation of Phonics across the school. This will include:

- Supporting staff with planning and delivering Phonics
- Providing CPD opportunities either in house or through different services
- Lesson visits and drop ins
- Keeping up to date with recent English and Phonics developments
- Working with subject leaders across the trust to develop the subject
- Reporting to the Head of school and governors termly



Class teachers are responsible to plan, prepare, deliver and assess Phonics lessons. This will also include:

- Audit and orders of class resources are carried out regularly to ensure suitable resources are available for the activities to happen.
- Follow the whole school procedure and system for teaching phonics
- Ensure Phonics displays are kept up to date and are relevant to the Phonics phase currently taught.
- Supporting support staff to deliver Phonics lessons.

Governors are to be a link between school and the governing body, they will work closely with school leaders to hold staff to account and drive improvement.