

Backworth Park Primary School



Phonics Policy September 2024

Date policy last reviewed: 25/10/24

Signed by:

Headteacher

Date: _____

Chair of governors

Date: _____

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Statement of intent

At Backworth Park Primary School, we are committed to fostering a love for reading and writing through an effective and engaging phonics program. Our aim is to ensure that all children acquire the essential skills to decode and encode words, providing them with a solid foundation for their literacy development.

We follow the Read Write Inc. phonics scheme, which offers a systematic and structured approach to phonics instruction. This program is designed to ensure that all children progress effectively and enjoyably, developing both their reading and writing skills.

We believe that phonics is a critical component of early reading instruction, enabling children to understand the relationship between sounds and letters. Our phonics policy is designed to support teachers in delivering a systematic and progressive phonics curriculum that meets the needs of all learners.

Through the implementation of this phonics policy, we aspire to empower our children with the skills necessary for confident reading and writing, setting them on a path for lifelong learning.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

1. The Education Act 2002:
2. The National Curriculum:
3. The Phonics Screening Check:
4. Ofsted Framework:
5. Special Educational Needs and Disability (SEND) Code of Practice:
6. Early Years Foundation Stage (EYFS) Framework:
7. Equality Act 2010:
8. Curriculum and Assessment Regulations:

By adhering to these legal frameworks and guidelines, schools can ensure that they provide a high-quality synthetic phonics program that supports all children in developing essential reading skills. Compliance with these regulations not only fulfils statutory obligations but also promotes an inclusive and effective learning environment.

This policy operates in conjunction with the following school policies:

- The English Policy

2. Roles and responsibilities

The governing board will be responsible for:

- Ensuring a broad and balanced reading curriculum is implemented in the school.
- Ensuring the reading curriculum is accessible to all pupils.

The headteacher will be responsible for:

- The overall implementation of this policy.
- Ensuring the teaching of Read Write Inc is implemented consistently.
- Ensuring appropriate resources are allocated to the phonics curriculum.
- Ensuring all pupils are appropriately supported.
- Appointing a member of staff to lead on the RWI approach to teaching phonics.

The phonics lead will be responsible for:

- ensuring that the teaching of phonics is of the highest quality and that all pupils make progress.
- ensuring pupils in the lowest progress group can make progress by organising intervention for children identified as needing additional support.
- keeping the groups homogeneous, i.e. at the same reading level
- providing further training (through coaching/observation and face-to face feedback)
- providing RWI teachers with their own RWI resources
- storing RWI storybooks and book bag books for home reading centrally
- overseeing the assessment of all Reception, KS1 and KS2 pupils and designate to the correct groups

- providing RWI teachers with the next steps that their group requires
- “drops in” on RWI groups to give advice and to informally check that pupils are in the correct groups through learning walks and scrutiny of work
- where necessary model lessons to RWI teachers
- attending up-date meetings and report back to the RWI teachers
- arranging alternative provision to cover for staff absence
- speaking with the head teacher regarding groupings, teaching spaces and other relevant matters
- ensure RWI teachers inform parents about a child’s reading ability in regular updates via Boom Reader.

3. EYFS

We utilise the Read Write Inc. program to build strong foundations in reading and writing through engaging activities that promote cognitive, emotional, and social growth. We recognise the vital role parents play in phonics education and encourage their involvement through regular communication. Our inclusive practices ensure that all children receive tailored support, regardless of their backgrounds or individual needs. Our curriculum aligns with the EYFS framework, particularly in communication, language, and literacy, with regular assessments to track each child’s phonics progress. Continuous professional development for our staff keeps them equipped with the latest teaching techniques. Ultimately, we are committed to fostering a love for phonics, empowering children to become confident and capable readers and writers.

4. The Curriculum

Our phonics policy is designed to align with the requirements set out in the National Curriculum for English. Specifically, we aim to:

1. **Early Years Foundation Stage (EYFS):** In Reception, we follow the EYFS framework, which emphasizes the importance of phonics as a key component of literacy development. We will focus on:
 - Developing phonological awareness.
 - Recognising and articulating sounds.
 - Beginning to blend and segment sounds to read and write simple words.
2. **Key Stage 1:** In Years 1 and 2, we will ensure that our phonics instruction meets the expectations outlined in the National Curriculum, which include:
 - Teaching pupils to decode and read words using phonics.
 - Encouraging children to read a wide range of texts.
 - Supporting the development of writing skills through phonics, enabling pupils to spell words correctly.
3. **Key Stage 2 Support:** For children in Key Stage 2 who have not met the expected standard in phonics, we will provide targeted Read Write Inc. phonics sessions to reinforce their decoding and spelling skills. This intervention will be tailored to meet their individual needs, ensuring they receive the support necessary to catch up with their peers.

4. **Phonics Screening Check:** We will prepare all Year 1 pupils for the statutory Phonics Screening Check, which assesses their ability to decode words using phonics. This assessment is a key indicator of literacy progress and aligns with national expectations.

5. Teaching and Learning

1. Program Structure:

- **Reception:** Daily phonics sessions focusing on letter-sound correspondence, blending, and segmenting skills.
- **Year 1 and Year 2:** Continued daily phonics instruction with increasing complexity, including the introduction of common exception words and reading fluency.

2. Teaching Strategies: Teachers will use a variety of strategies, including:

- Direct instruction
- Group activities
- Interactive games
- Guided reading sessions

3. Resources: We will utilise resources from the Read Write Inc. program, including storybooks, phonics flashcards, and assessment tools, to support effective teaching and learning.

6. Assessment

- **Regular Phonics Assessments:** We will conduct structured assessments aligned with the Read Write Inc. program at key intervals to measure students' phonics skills, including decoding, blending, and segmenting abilities.
- **Ongoing Observations:** Teachers will regularly observe student participation and engagement during phonics sessions, noting individual progress and identifying areas where additional support may be needed.
- **Phonics Screening Check:** We will prepare all Year 1 students for the statutory Phonics Screening Check to assess their ability to decode words and ensure they meet national expectations.
- **Targeted Interventions:** Based on assessment data, we will implement targeted interventions for students who require additional support, ensuring that their specific phonics needs are addressed.

7. Professional Development

We are committed to the continuous professional development of our staff. Regular training will be provided to ensure all teachers are equipped with the skills and knowledge to deliver the phonics program effectively.

8. Monitoring and review

This policy will be reviewed on an annual basis by the phonics lead and the headteacher.

Any changes made to this policy will be communicated to all teaching staff and other key stakeholders.

The next scheduled review of this policy is September 2025