

Phonics Policy

1.0 Principle

Systematic, skilled and rigorous phonics teaching is the best and most direct route for children to become skilled and independent readers and writers.

2.0 Practice

Effective phonics teaching must:

- Build upon children's current levels of attainment.
- Be systematic.
- Be taught with pace and passion
- Ensure active participation from all children.
- Make explicit the relationship between phonics, reading and writing.
- Be set within a curriculum rich in reading writing and talk.

Children will:

- Use 'sound all through the word' as a primary strategy for reading new words.
- Hear and count the sounds in words and represent each sound to tackle new spellings.
- Take home phonetically plausible reading books as long as is necessary to ensure reading success.
- Take home additional books to share with an adult.
- Practise recognising and reading 'Words to Learn' by sight.

Teachers will:

- Follow the Q1E programme of study, planning support and challenge as appropriate.
- Use 'Fred' as our model for hearing and manipulating the sounds in words.
- Model phonic strategies in shared reading and writing.
- Teach strategies for reading and spelling 'Words to Learn'
- Display Words to Learn in the classroom to support independent writing.
- Ensure that their own, professional knowledge is secure – seeking support where necessary.
- Teach phonics within a curriculum steeped in speaking, listening, reading and writing.
- Identify children requiring robust additional intervention in phonics.
- Regularly assess identified children's knowledge of phonemes, graphemes and Words to Learn.

Phonics leader will:

- Ensure the phonics programme of study is relevant, up to date and adhered to.
- Provide training to all new members of staff and refresher training to existing staff.
- Run annual workshops for parents and parent volunteer readers.
- Ensure that the phonics screening is carried out and reported appropriately.
- Keep up to date with research relating to teaching and learning in phonics.
- Ensure that identified children receive regular, robust additional intervention in phonics

Please refer to Q1E Phonics Programme of Study and Phonics Progression Documents.