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| Name of Policy      | Phonics policy            |
| Date last reviewed  | June 2024                 |
| Date to be reviewed | June 2025                 |
| Governor Committee  | Standards                 |
| Key Member of staff | Headteacher, English lead |
| Statutory           | No                        |

Duxford Church of England Community Primary School is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to share this commitment.

## Duxford C of E Community Primary School

### Phonics Policy

Phonics is a key component in the teaching of reading. At Duxford, we combine quality phonics teaching, exposure to a range of quality texts and the promotion of reading for pleasure, to provide our pupils with the skills they need to have a successful start to their lives as readers.

#### Intent

##### **Our Vision**

At Duxford we want every child to be successful, fluent readers and writers by the end of Key Stage One. We believe that this is achievable through a combination of high quality, discrete phonics teaching and daily opportunities for developing reading skills. The teaching of phonics is a key strategy that is used to help our children to read, write and spell.

#### Implementation

##### **Teaching Approach**

At Duxford we follow the Twinkl phonics scheme across EYFS and Key Stage One. This scheme of work enables the children to learn the 44 common sounds in the English Language and how to blend these sounds to decode (read) words through an engaging story format.

All teachers and teaching assistants are trained in Twinkl Phonics to ensure consistency and to enable all staff to model the correct pronunciation of the pure phonemes and deliver quality phonics interventions.

We have a cohesive and consistent approach across the whole school. In Reception and Key Stage One the teaching of daily Phonics sessions follow the same structure:

- Revisit/Recap
- Teach
- Practise
- Apply
- Assess

The Reception and Key Stage One Teachers use a rigorous assessment system to track and review children's progress which informs teaching and the children's reading levels. Children are assessed at the end of each teaching phase. Assessments also inform teachers of pupils who may need targeted intervention sessions.

When planning, teachers follow the Twinkl Phonics lesson plans to ensure fidelity to the scheme and a consistent approach across all classes. Phonics is taught through discrete daily phonic sessions, regular reading and writing sessions and through embedding phonics and reading opportunities into other curriculum subjects throughout the school day.

Our Phonics and Literacy Lead (Jessica Shevki), monitors the teaching of Phonics and learning to improve standards and outcomes.

Monitoring will include:

- The implementation of planning
- Teaching and learning
- Displays
- Assessments and tracking of progress

### **Progression**

Children will progress through the six phonic levels throughout early years and key stage one. When children start in Reception they should have already accessed level/ phase one at their previous Early Years setting. In our Reception class, we revisit level one to embed the vital skills in listening, identifying initial sounds, blending and segmenting. By the end of Reception, children should be secure in all the level 2, 3 and 4 sounds and be ready to start level Five in Year One.

In the Summer term of Year One, the children will have a Phonics Screening Test. Children who do not pass this test, will not meet the required standard for phonics and will receive support to develop their 'decoding' and 'word reading' skills through interventions, reading practise and exposure to high quality texts. By the end of Year One, children should be fluent in all level 5 sounds and be ready to start level Six in Year Two.

By the end of Year Two, children should be proficient in their phonics knowledge and have completed Level six of the phonics scheme. At this point they will move onto more spelling practise but will continue to have reading imbedded into their daily school lives.

Children in Year Three and above, who do not meet the required standard for phonics, will need further phonic practise which will be completed through targeted interventions.

### **Displays**

All classes from Reception to Year Two must have a phonics display with the following on it:

- This week's/ today's focus sound
- This week's/ today's tricky word
- All previously taught sounds

All classes beyond Year Two, who have children that are still using phonics, must use the Twinkl phonics sound mats and resources available to ensure fidelity to the scheme.

### **Timetabling**

Discrete whole class phonics lessons will be timetabled and taught daily from Reception through to Year Two. The expectation is that phonics is taught for 20 minutes a day using the Twinkl Phonics resources.

### **Expectations for Home Learning**

Across the Reception and Key Stage One classes, parents are encouraged to read daily with their child. Regular reading at home will enable the children to use segmenting and blending techniques learned in phonics sessions. The Rhino reader books children take home match our

Twinkl Phonics scheme and instructions on how to use them effectively has been provided to parents.

### **Impact**

Through implementing the above our children will be confident in their phonics recall, blending and segmenting skills. This will enable them to learn to love reading through fun but challenging phonic activities and a range of opportunities to read quality texts.

27<sup>th</sup> June 2024