



## Lower Darwen Primary School

We are proud of our school.

### Phonics Policy

At Lower Darwen Primary School, we aim to provide systematic phonics teaching that gives the children the best possible start in reading and writing. Our approach enables children to start building their phonic knowledge from the start of their school life, with the expectation that they will become fluent readers by the end of Key Stage 1.

#### Aim & Objectives

The aims and objectives are to:

- teach children aural discrimination, phonemic awareness and rhyme awareness
- encourage good spelling
- encourage repetition and consolidation, so that spelling becomes automatic
- encourage the children to segment and blend
- teach the children strategies to retain tricky words
- encourage the children to use their phonic knowledge in all areas of the curriculum
- differentiate phonics so all pupils are given sufficient challenge at a level suitable to them

#### Expectations

We want our children to:

- learn to read and write all 44 graphemes in the English language.
- learn to remember the common exception words.
- experience teaching of phonics which is lively, interactive and investigative.
- apply their phonic skills in all curriculum areas.
- become confident readers

We want our staff to:

- model good practice in phonics.
- use the floppy phonics scheme.
- work alongside their parallel class teacher to ensure the children in each year group are having the same experience in phonics.
- keep up to date records of assessment on Phonics Tracker.

#### How We Teach Phonics

##### Reception

We teach phonics for 20 minutes daily from the child's start date. After one term, we differentiate groups to ensure children are reaching their full potential and appropriate support is given. Our aim is that children will be secure at Phase 1, Stage 1+ and Stage 2 by the end of the year. We aim to get the children working within Stage 3, ready for this to be recapped in Year 1.

##### Year 1

Children continue with the Floppy Phonics Scheme as they enter into Year 1. The children's assessments are passed on to their new teacher and they plan accordingly to meet the children's needs. The children are grouped into ability groups using the phonics tracker data and teacher judgement. This year we are looking at streaming across KS1 to ensure we are meeting all the needs of the children and filling any gaps after Covid.

##### Year 2

Children will continue to work through the Floppy Phonics scheme in Year 2. The class teachers will liaise with the Year 1 to gain a full understanding of their classes needs and abilities. A list of children

who have not passed their phonic screening test will be given to the Year 2 teacher so they are able to start work straight away on those children that need extra intervention. The Year 2 staff will go on to look at spelling patterns and rules as and when they feel the children are ready.

### **Year 3**

The year 2 teachers will meet with the Year 3 staff to discuss any children of concern, especially those that still need to pass their phonics screener. They will discuss what strategies and approaches they have used in the previous year and come up with a plan to continue the teaching of Phonics using the Floppy Phonics scheme. This is likely to be done as a small group intervention.

### **Across Upper Key Stage 2**

Small daily intervention groups will run for children who have not completed the Floppy Phonics programme. Resources are to be used during all lesson times when the children are expected to be reading or writing. This will help support the child with those sounds they are still unsure of.

### **Planning**

Whole-class teaching of phonics is planned in accordance to the Floppy Phonics scheme. This format includes the revisit, review, teach, apply, assessment. To ensure the children are constantly recapping on previously taught sounds. All plans are provided on Oxford Owl. Teachers can adapt these as they wish to meet the needs of their class.

### **Assessment**

We strive to make our assessment purposeful - allowing us to match the correct level of work to the needs of the pupils, thus benefiting the pupils and ensuring progress. It is the class teacher's responsibility to keep track of progress made by all the children in their class, regardless of their phonic ability. Each individual child has their own online phonics tracker which can be accessed and updated online. The phonics tracker must be updated termly to ensure we are teaching at an appropriate level for the children. It will also make staff aware of any gaps the children may have and to ensure we are challenging the higher ability children.

This assessment will be used alongside the children's reading books to ensure the children have reading books that are accessible to them. Target phonics books will be sent home to help children fill any gaps in their phonic knowledge. Assessments to be printed off and put in the reading file for easy access to this information.

### **Resources**

At Lower Darwen we follow the systematic approach laid out in **Floppy Phonics Sounds and Letters**. Staff must ensure that in their room they are only using the 'Floppy Phonic' resources (e.g. flashcards, sound mats, wall friezes. This will aid smooth transition from each year group. Please speak with the Phonics Lead if you need any resources replacing. There is a folder on Staff shared with lots resources available.

### **Phonics Screening Test**

All children in Year 1 will be screened using the National Assessment materials in Term 6, at the end of June. If the children in Year 1 fail the screening test, they will be retested in Year 2. This data is submitted to the local authority.

### **Special Educational Needs**

Phonics teaching is made accessible to all children. Adjustments to the Floppy Phonics scheme are made as and when needed for individual children. It is the role of the teacher to ensure that every child in their class has equal and balanced access to the teaching of phonics.

Where a child is making limited progress in phonics, parents will be informed alongside the SENCo and phonics manager. Relevant actions are to be made to address the concerns and any intervention work will be closely monitored.

### **Visual Phonics**

Our EYFS and KS1 hearing impaired children are also taught 'visual phonics'. This is a hybrid of BSL finger-spelled alphabet letters and cued speech (used by speech and language therapists) and is taught in addition to the phonics actions used in mainstream to provide a visual aid and prompt. This helps with the production of speech sounds.

In visual phonics, each hand position indicates where a sound is made. For example, a hand placed in front of the neck indicates sound produced in the throat; a hand placed near the nose indicates a nasal sound. The handshapes indicate whether the sound is voiced (e.g. /g/) or unvoiced (e.g. /k/). Voiced sounds are indicated by a closed handshape and unvoiced sounds are indicated by an open handshape.

i.e. an open 'c' handshape in front of the throat indicates the /k/ sound; three fingers placed at the side of the nose indicates the /m/ sound.