

PHONICS POLICY

Rationale:

We aim to provide children with an integrated programme of learning letters and sounds through speaking and listening, reading and writing.

The teaching of Phonics is based upon curriculum guidance in Letters and Sounds and the Foundation Stage curriculum, providing children with:

- A daily phonics session, based on a model of review, introduction of new learning, practice and applying;
- Focused directed teaching involving oral and written practice of letters and sounds;
- A variety of teaching methods, including demonstration, modelling, games, singing and other practical activities.

Purposes:

1. To ensure a consistent and systematic approach to the teaching and learning of phonics.
2. To provide opportunities for pupils to have daily oral and written practice to increase phonic knowledge and handwriting skills.
3. To encourage pupils to implement their phonic knowledge in reading, writing and spelling activities.

Broad Guidelines:

1. Planning should be based on curriculum guidance for the Foundation Stage and the Letters and Sounds document and should use the kinaesthetic programme of Jolly Phonics as a foundation.
2. All children will work in groups according to the phase of phonics they are currently working on. This will allow all pupils to progress as individuals and build on previous learning.
3. Assessment should be a continuous process and up-to date records kept using Foundation Stage Profiles and phonic records as appropriate. Assessments are made half termly and recorded on tracking grids.
4. Weekly teaching of phonics should include planned learning objectives so that new learning takes place through a range of activities.
5. All children should be encouraged to apply their phonic knowledge across the curriculum wherever appropriate.
6. To enhance pupil's enjoyment and understanding teaching should reflect a variety of learning styles including the use of I.C.T, games, speaking and listening and writing.

7. Principles of good teaching and learning in phonics will be shared with parents. Home support and practice is acknowledged as being extremely valuable and is highly encouraged.
8. Pupils should be taught the conventional ways of forming letter shapes, lower case and capitals through purposeful guided practice. Modelling letter formation should be used to encourage a comfortable and legible handwriting style.
9. To develop an approach to spelling as outlined in letters and sounds, which should include learning phonic patterns and key words.