

Mountfields Lodge Primary School



Phonics Policy

Aim High, Reach for the Sky

Aims of the policy

To provide clear guidance and structure for all staff delivering phonics and to ensure there is a consistent whole-school approach to phonics teaching.

Introduction

Synthetic phonics is the primary approach used in reading for children in early school life. A phonics scheme provides pupils with the tools to decode words when reading and to segment words for writing and spelling. Using phonics to read enables children to explore literacy, develop their vocabulary, learn across the curriculum from many sources, enter imaginary worlds and to answer their many questions.

Phonics at MFL

An amalgamation of the most effective elements from Jolly Phonics and Letters and Sounds are combined to create a clear and engaging Mountfields Lodge Phonics curriculum. This combination of programmes gives each individual phoneme/grapheme a clear identity and allows children to build up a large bank of sight words and equips them with the skills to blend and segment.

Children are taught primarily in their own class with some children taught in smaller focus groups and 1:1 to revisit sounds not yet acquired.

Teaching

Characteristics of successful phonics teaching:

- Rigorous and fast paced
- Highly interactive
- Many opportunities to articulate phonemes/words
- All children blending orally and visually (with and without use of sound buttons)
- All children segmenting orally and segmenting for spelling
- Teacher modelling correct pronunciation and technical language
- High expectations for all pupils
- New learning in each session
- Praise and reinforcement
- 4 part structure – Review, teach, practise and apply
- Providing catch-up opportunities for those children making the slowest progress
- Choosing books suited to children's phonics ability

Structure of Phonics Lessons

Below is the 4-part lesson structure that should feature in all phonics lessons. However, there are some occasions or stages in a child's development where it may be suitable to alter some elements of this.

<u>Review</u>
Review sounds – recap phoneme/grapheme learnt on previous day. Speed Sounds Red word review
<u>Teach</u>
Introduce new rhyme, story, and show grapheme to build the relationship between grapheme and picture cue. Children articulate phoneme – bounce or stretch sounds; write it in air and say etc.

Write grapheme and articulate phoneme as they write it.
Practise
Blend orally (especially in lower phases) and then visually (using sound buttons) the green words. Segment verbally and segment for writing - 'this word has 3 sounds. It is hat'.
Apply
Reading or writing activity that incorporates the new learning and red words.

Expectations

It is expected that children will have reached the following by the end of the academic year:

- FS - At least 80% of children will be secure at Phase 3
- Year 1: At least 80% of children secure at Phase 5
- Year 1: At least 80% of children to pass the Phonics Screening Check
- Year 2: Majority of pupils follow rules and guidance set out in the Spelling appendix of the National Curriculum

Planning and Supporting Resources

Class teachers plan sessions based on the 4 part lesson structure. They must also follow the *Mountfields Lodge Sounds, Ditties and Words Overview* document. This document is a phase by phase list of all the sounds and their related ditties, actions, stories, songs, red words, green words and alien words.

Resources for each phase include green, red and alien word flash cards for each phase, sound and picture display posters and individual sound cards to display as the sounds are learnt and other important supporting documents and files.

It is important that the same picture cue/ditty resources are used for each grapheme/phoneme correspondence throughout school to ensure consistency and clarity for pupils and staff.

The *Structure of Phonics Lessons* document should be referred to as guidance. A variety of resources may be used to teach the different elements of the lesson. Creating multi-sensory content can help to engage more pupils for more extended periods of time during the lesson.

Phonics Reading Books

All children in FS and KS1 will take home reading books matched to their phonics phase until secure at phase 5 when they will have access to book banded books.

Homework

In KS1 homework will be set each week. These short tasks are designed to consolidate the learning in class and should be completed at home with the support of parents/carers.

In KS1 Spellings will also be given out once a week and the children will be given a weekly spelling test to support teacher assessment and to consolidate pupils' segmenting skills.

In FS supporting documents and resources will be sent home with children as and when necessary.

Assessment

As well as KSI weekly spelling tests for segmenting and continual informal classroom assessments, formal assessments will be made using the Mountfields Lodge Phonics Assessments. These assessments have been specifically designed to work hand-in-hand with the MFL phonics programme and the related resources. They are structured in a very similar way to the national phonics screening test. Each pupil will be formally assessed twice during the autumn term and at least once during the spring and summer terms. Less formal assessments are ongoing and catch up intervention is planned accordingly.

National Phonics Screening

All pupils in Year One will be screened using the National Assessment materials. This will take place during a nation-wide allocated week towards the end of the summer term. If the pupils in Year One fail the screening they will be retested when they are in Year Two. This data will be submitted to the Local Authority.

Date of policy written: Autumn 2015

Reviewed in Spring 2019

Date of policy review: Autumn 2021