



Barnes Infant Academy
Phonics and Early Reading Policy
October 2020

This policy is administered in conjunction with the Barnes Infant Academy English Policy.

Rationale

At Barnes Infant Academy we teach systematic, synthetic phonics via Letters and Sounds. This is a resource that was created by the Department for Education in 2007 to support schools with their planning and delivery of phonics. It aims to develop children's speaking and listening skills as well as preparing children to learn to read, by developing their phonic knowledge and skills.

Children work through phases from one to six where they build upon prior learning, developing their ability to blend and segment phonemes in a given word. Children also build their sight vocabulary of 'tricky' words that can't be sounded out in a phonetically regular manner.

Aims

- To teach children aural discrimination, phonemic awareness and rhyme awareness in order
- To give children the knowledge to spell accurately.
- To encourage repetition and consolidation, so that spelling becomes embedded.
- To encourage children to segment and blend phonemes, enabling them to word build.

We want our children:

- To learn to read all 44 phonemes in the English language.
- To learn specific strategies to help them remember how to read and write common exception words.
- To experience teaching of phonics which is rigorous, lively, interactive and investigative.
- To apply their phonic skills in all curriculum areas.
- To apply phonic knowledge when reading a range of texts.

Staff should:

- Model good practice in use of phonic strategies.
- Ensure that learning environment are well stocked with attractive and appropriate resources for the teaching of phonics.
- Ensure that phonic assessment is updated regularly and used to inform the pitch at which phonics is taught and progressed at a timely pace.
- Ensure training meets staff needs and is relevant to match the needs of groups and individual children taught.
- Ensure phonics is taught at an appropriately well matched, brisk pace.

Phonics Teaching and Learning at Barnes Infant Academy

At Barnes Infant Academy, we primarily use Letters and Sounds programme, as updated to meet the needs of the new National Curriculum. Our principal aim is to develop the children's phonological awareness, ability to segment and blend words, and read common exception words on sight. Thus becoming fluent readers.

Nursery: Children access Phase One teaching through short guided groups daily within the continuous provision of the learning environment. All Key Persons segment and blend words regularly to enable the children to develop oral discrimination skills, prior to accessing Phase Two. Children access daily story sessions where adults model that when reading we move from left to right and in a specific order, turning one page at a time. Children in Nursery are exposed to a rich diet of texts, linked to specifically chosen key authors and the developing interests of the children. Where possible, phonics sessions are multi-sensory so that all types of learners can achieve their full potential.

Reception: Children access Letters and Sounds daily for approximately twenty minutes from the Autumn Term. Children work in ability groups, being taught a new sound each day, throughout Phase Two and Three. Children are taught to read and write common exception words as part of their Letters and Sounds sessions. This is then reinforced as part of the continuous provision. Throughout the academic year children move through Phase Two, Phase Three and Phase Four of Letters and Sounds. The phonic phase and ability level of the child is closely matched to their levelled reading books that they read in school and take home. This ensures that children apply phonic knowledge and skills as their first approach to reading and spelling, even if a word is not completely phonically regular. Children read 1:1 with an adult in school (teacher or teaching assistant) and take then take that book and a less familiar book home to read with their family. The book is selected with the child taking into account their ability and interests. Children are encouraged to access a range of fiction and non-fiction books so that they access a breadth of text types and genres.

Year One: In Year One, children access Letters and Sounds daily for around twenty minutes from entry into the year group. Children primarily work in ability groups so that they are able to move through the Phases at an appropriate pace to their ability, as well as reviewing skills taught previously. Children are focus on Phase Five of Letters and Sounds, being taught alternative graphemes, to phonemes that they

have been taught previously. Children are given access to real texts, to ensure that they are able to develop their connection between phonics and reading. Towards the end of the academic year, children take part in the national phonics screening check. The phonic phase and ability level of the child continues to be closely matched to their levelled reading books that they read in school and take home. This ensures that children apply phonic knowledge and skills as their first approach to reading and spelling, even if a word is not completely phonetically regular. Children read 1:1 with an adult in school (teacher or teaching assistant) and take then take that book and a less familiar book home to read with their family. The book is selected with the child taking into account their ability and interests. Children are encouraged to access a range of fiction and non-fiction books so that they access a breadth of text types and genres.

Year Two: In Year Two, children access Letters and Sounds daily for approximately twenty minutes. Children work through Phase Six of Letters and Sounds. This primarily focuses on spelling patterns within the English Language. To support this, children access 'No Nonsense Spelling', where they are taught strategies to remember how to spell common exception words, as required as part of the Year Two curriculum. The phonic phase and ability level of the child continues to be closely matched to their levelled reading books that they read in school and take home. This ensures that children apply phonic knowledge and skills as their first approach to reading and spelling, even if a word is not completely phonetically regular. Children read 1:1 with an adult in school (teacher or teaching assistant) and take then take that book and a less familiar book home to read with their family. The book is selected with the child taking into account their ability and interests. Children are encouraged to access a range of fiction and non-fiction books so that they access a breadth of text types and genres.

Assessment of Phonics at Barnes Infant Academy

Each child has an individual assessment record that moves with them, as the children progress through the school. Children are assessed throughout Phases Two, Three, Four, Five and Six of Letters and Sounds. Each record assesses a child's ability to recognise and say the phoneme to match a given grapheme. As well as this, the children are assessed on their ability to apply their knowledge of a given grapheme when blending or segmenting a word. Children also work with 'alien' words so that they are challenged with their application of phonic knowledge. This record moves with each child to their new year group, as part of transition at the end of the academic year. A colour coded system is adopted so that progress over time is evident (pink during Autumn Term, green during Spring Term and blue during Summer Term) and can be built upon as the child moves through the school. This enables the class teacher to appropriately plan and teach phonics with pace and rigour, matched to the needs of the child.

Children in Year One take part in the phonics screening, towards the end of the academic year, where their ability to apply phonic knowledge to 'real' and 'nonsense' words is assessed. Should a child not gain the required score to 'pass' the screening, the child would access the screening whilst in Year Two.

