



Bishop Bridgeman Church of England Primary School

Phonics Policy

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 multi sensory teaching methods

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, reading and written practice to increase phonic knowledge and handwriting skills.
3. To encourage pupils to apply their phonic knowledge in reading, writing and spelling activities.

Broad Guidelines:

1. Planning should be based on guidance in the Letters and Sounds document, and should use the kinaesthetic aspects of "Floppy's Phonics," "Phonic Bugs" and Makaton sign for aspects of phonics teaching. 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.
2. Assessment should be a continuous process and up-to date records kept using, Foundation Stage Profiles, key word lists, phonic records, guided reading records as appropriate.
 3. Weekly teaching of phonics should include planned learning objectives so that new learning takes place daily through a range of activities. Daily lessons should be planned in the sequence outlined in the appendix, and should allow opportunities for both oral, reading and written practice.
 4. All children should be encouraged to apply their phonic knowledge across the curriculum wherever appropriate.
 5. To enhance pupil's enjoyment and understanding teaching should reflect a variety of learning styles including the use of ICT, games, drama, speaking, listening and writing.
 6. Principles of good teaching and learning in phonics will be shared with parents through workshops, literature and via the school blog. Home support and practice is acknowledged as being extremely valuable and is highly encouraged.
 7. Pupils should be taught the conventional ways of forming letter shapes, lower case and capitals through purposeful guided practice using the Folens handwriting scheme. Modelling letter formation should be used to encourage a comfortable and legible handwriting style.
 8. To develop an approach to spelling as outlined in letters and sounds, which should include learning phonic patterns and key words. A weekly spelling test takes place to enable children to apply their phonic knowledge of letter sounds learnt.

The Literacy Co-ordinator will manage the curriculum in terms of content and resources, monitor the planning and offer their skills, knowledge and support to colleagues.

Conclusion:

This policy is a guideline to the teaching and learning of phonics. The acquisition of phonic knowledge is key to many literacy activities, including spelling and reading and needs regular systematic practice to achieve the best progress. Daily practice is key, but learning should be applied across

the curriculum.