

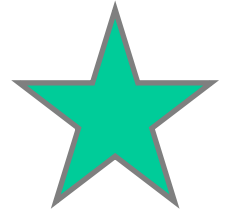


**Holden
Clough**
Community
Primary School

Phonics Policy

2020-21

Phonics Lead: Joanne Hartley



Our Vision Statement

“A family of independent life-long learners that reach for the stars”

AT HOLDEN CLOUGH COMMUNITY PRIMARY WE HAVE ‘STAR QUALITY’

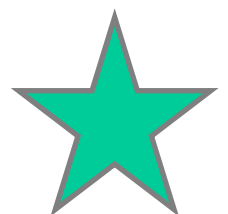
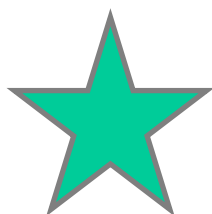
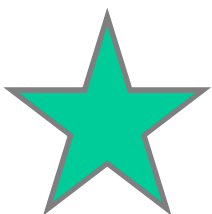
S- We enjoy change and challenge, demonstrating **STICKABILITY** in everything we do

T- We love learning and laugh a lot **TOGETHER**

A- We strive for excellence and **ACHIEVEMENT** in everything that we do

R- We value and **RESPECT** each other as friends and celebrate our differences

We are resilient...	<ul style="list-style-type: none"> • We are not distracted • We stick at it when we are in the pit • We take risks in our learning • We respond positively to change • We control our feelings and emotions
We are reflective	<ul style="list-style-type: none"> • We know what we are learning and why • We review our work and act on outcomes • We set realistic goals and criteria for success • We know how well we are doing and what we need to do to improve • We invite feedback and deal positively with praise, setbacks & criticism • We make changes to improve our learning?
We ask questions	<ul style="list-style-type: none"> • We express our thoughts as questions • We know what open and closed questions are • We feel confident to ask questions • We feel confident to challenge our friends or teachers' ideas • We ask 'why', 'how' and 'what if' questions
We are effective Participators	<ul style="list-style-type: none"> • We are good listeners and industrious learners • We organise ourselves, we are independent and work out our goals and priorities • We show personal responsibility, initiative, creativity and enterprise • We use a range of techniques to collect and organise information • We engage actively with issues that affect us and those around us
We make good choices	<ul style="list-style-type: none"> • We take informed and well-reasoned decisions, recognising that others have different belief's and attitudes • We take responsible action to bring improvement for others as well as ourselves • We discuss issues of concern, seeking resolution • We are accountable for our own actions
We work as part of a Team	<ul style="list-style-type: none"> • We work confidently with others, adapting to different contexts and taking responsibility for our own role • We listen and take account of others' views • We form collaborative relationships, resolving issues and reaching agreed outcomes • We enjoy using Kagan in lessons • We adapt behaviours to suit different roles and situations • We show fairness and consideration towards others



Rationale

Why do we teach phonics?

To teach children to read systematically by using a synthetic phonics and books that match the children's phonic knowledge. (OFSTED expectations)

At Holden Clough we believe that phonics teaching should be:

- Systematic
- Discrete
- Interactive
- Practical
- Engaging
- Multi- Sensory

Our children are provided with a variety of opportunities to develop and extend their phonics skills in and across Nursery, Reception and Key Stage 1. It will also be continued into Key Stage 2 where necessary to support those children who do not yet have the phonic knowledge and skills they need.

Broad guidelines

Planning: The school follows the systematic approach laid out in First Class phonics. Holden Clough follows one programme in order to get consistency and progression in school.

Lessons: Discrete phonics lessons take place daily across Reception and Year 1. They follow the structure of 'Review, Teach, Practice, Apply' to ensure that children are consolidating phonic knowledge and skills over time and that they are able to apply them in context. Nursery to follow Phase 1 in letters and sounds and have a daily 10 minutes session plus embed in the nursery provision.

Classes: classes are taught in small differentiated groups across cohorts. The groups change regular as children progress at different rates.

Resources: All phonics teachers have a range of resources to use which are appropriate for the level at which the children are working. Resources should be multi-sensory using interactive whiteboards. Resources used to allow children to read and write.

Intervention: Children who still need extra support to develop their phonic knowledge across Key Stage 1 and 2 are identified and targeted for intervention. There are a range of intervention strategies which the school uses and the most appropriate one is selected once a child's needs have been assessed.

Assessment

Assessment is regarded as an integral part of teaching and learning and is a continuous process. 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 the progress made by all children in their class, regardless of their phonic group.

Assessment should be used each session to inform next steps in learning.

In order to track, collate and analyse data

Submission agreed dates

Last Monday of every half term

Autumn 1 Oct

Autumn 2 Dec

Spring 1 Feb

Spring2 April

Summer 1 phonics screening Yr1/2

Summer 2 End of year Assessment

Monitoring - A supportive approach to ensure consistency of our phonic approach

The Phonics Leaders are responsible for Phonics through the school.

This includes:

- Ensuring continuity and progression from year group to year group
- Providing all members of staff with guidelines and training to implement First Class Phonics to show how aims are achieved and how the variety of all aspects of phonics is to be taught
- Advising and supporting colleagues in the implementation and assessment of phonics throughout the school
- Assisting with the requisition and maintenance of resources required for the teaching of phonics, within the confines of the school budget
- Monitoring the quality of teaching and learning in phonics across the school
- Monitoring children's reading books/guided ensuring they aligned with phonic teaching and learning