



# Pickhill School

## Phonics Policy

October 2012

**Date of next review: October 2013**

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 lasts for approximately 20 minutes, based on a model of review, introduction of new learning, practice and applying;
- Focussed 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, across all curriculum areas.

### Broad Guidelines

1. Planning is based on curriculum guidance for the Foundation Stage, and the Letters and Sound document.
2. All children work in groups according to the phase of phonics they are currently working on. This allows 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, key word lists, phonic records, guided reading records as appropriate and written work across all curriculum areas.
4. Weekly teaching of phonics should include planned learning objectives so that new learning takes place daily through a range of activities. Daily lessons are planned in the sequence of revisit and review, teach, practice, apply, and should allow opportunities for both oral and written practice.
5. All children should be encouraged to apply their phonic knowledge across the curriculum wherever appropriate.
6. To enhance pupils' enjoyment and understanding, teaching reflects a variety of learning styles including the use of ICT, games, drama, speaking, listening and writing.
7. Principles of good teaching and learning in phonics are shared with parents through workshops and literature. Home support and practice is acknowledged as being extremely valuable and is highly encouraged.
8. Pupils are taught the conventional way 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 using cursive script.

9. To develop an approach to spelling as outlined in letters and sounds, which includes learning phonic patterns and key words.

### Reading

To ensure the phase taught is in line with the reading stage the child is on and to ensure the text is consolidating phonic knowledge they have learnt so far.

### Assessment

To use all work across curriculum areas to assess whether children are secure, not only in work carried out during phonic sessions.