



Phonics Policy

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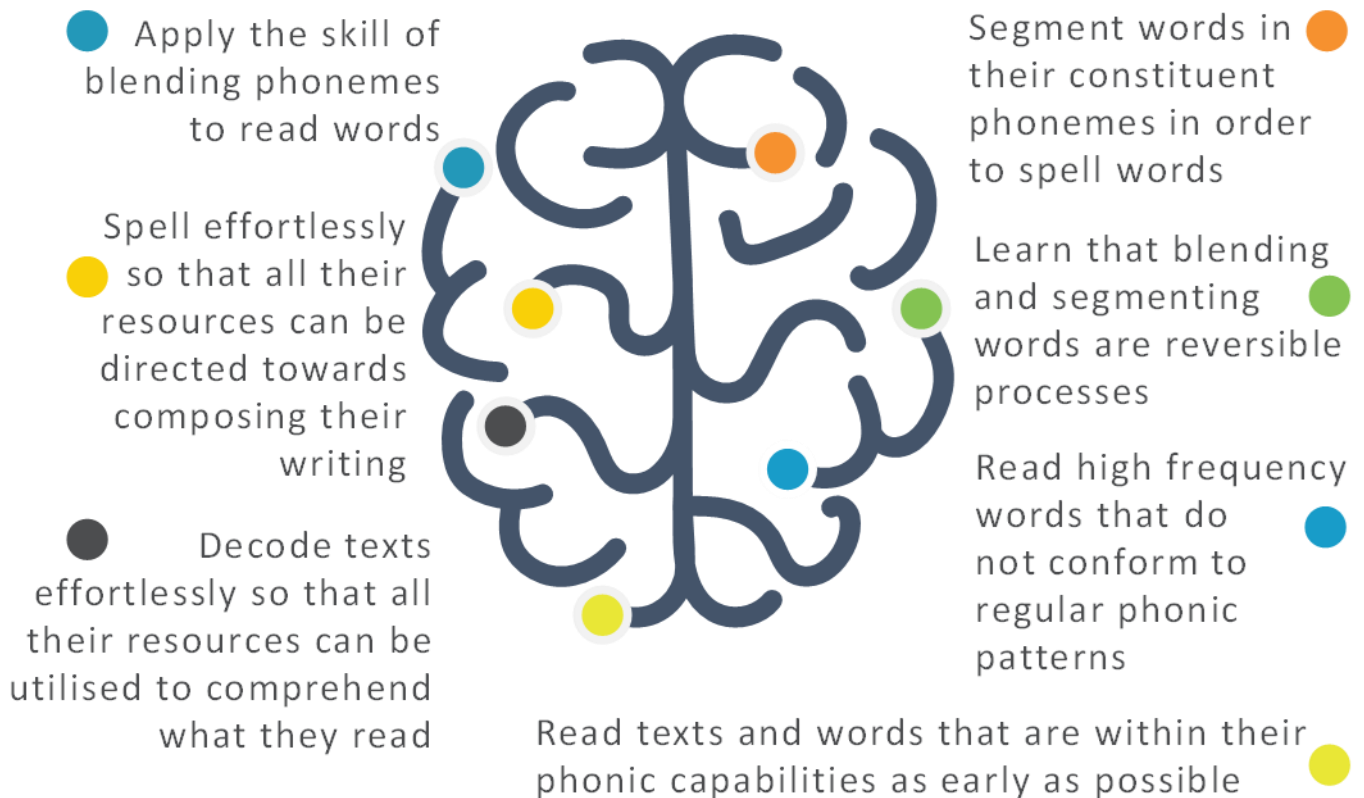
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Introduction and Aims

At Esteem South Academy we believe that effective phonics teaching and learning is essential for attainment in reading and writing. Additionally, confidence with phonics is integral across the curriculum and utilised within all subjects. Achievement within this area benefits every other area of a pupil's development.

The phonics scheme used at Esteem South Academy is Read Write Inc (RWI). RWI phonics is an inclusive literacy programme that helps students learn synthetic phonics. The scheme includes both a reading and writing focus. Staff build on the phonic skills taught in Fountains Primary school or other external schools ensuring that pupils are secure at reading, writing and blending the 44 common sounds before learning the alternative graphemes for the sounds.

Students at Esteem South Academy are supported to progress through the RWI phonics scheme at their own individual pace and because of this can experience success from the earliest stages.



Range:

Pupils in KS2 and KS3 where applicable/appropriate are given the opportunity to develop knowledge, skills and understanding through the following ranges:

Short sequenced daily phonics sessions – Sound of the day.

Structured English lessons developing reading and writing skills.

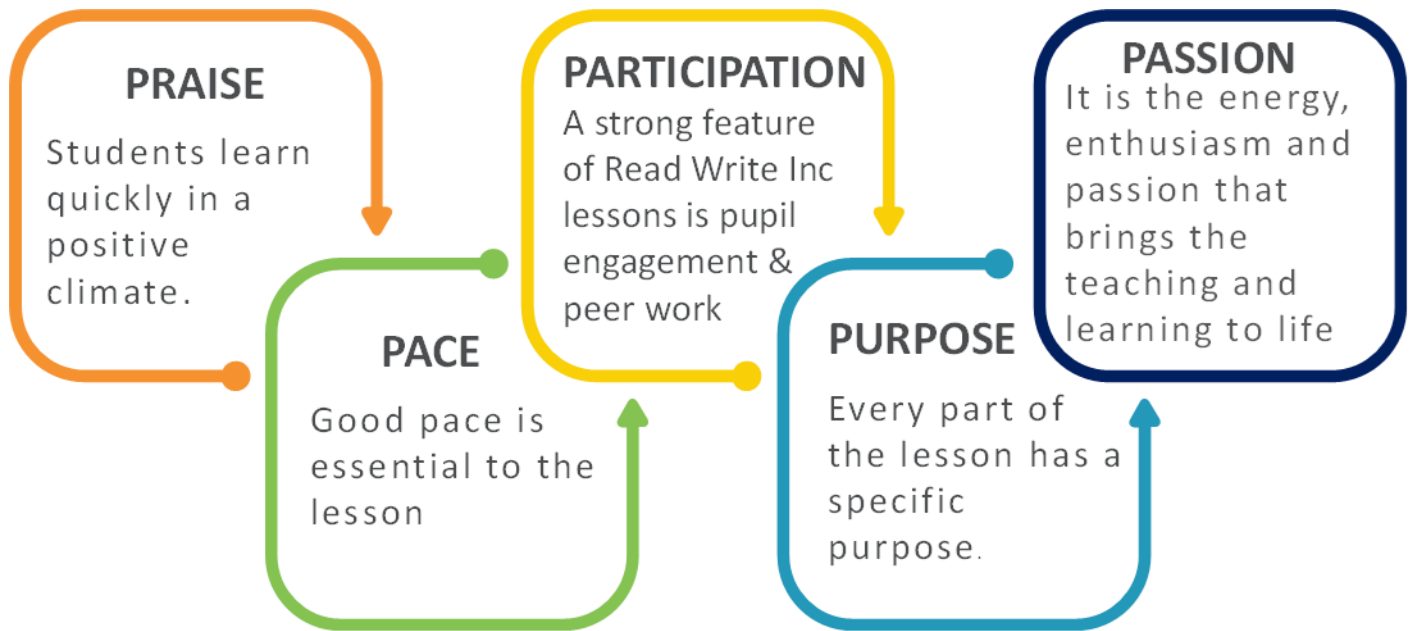
English working wall support tools provided in each classroom i.e. simple and complex decoding tools.

- Marking feedback.
- IXL online activities.
- Selection of fiction and non-fiction books available for pupils
- Star Reader online reading assessment tool.

Whole School Approach/ Implementation:

At Esteem South Academy students phonic learning is delivered based on pupil specific needs. Where pupils are still developing their knowledge of the 44 common sounds students will receive regular and discrete phonics instruction which focuses on practicing and embedding known phonics and learning high frequency decodable and tricky words. Staff are creative in their approaches to teaching phonics in order to ensure that sessions are engaging and meet the needs of each pupil.

Read Write Inc is based on the 5 Ps



Delivery of Read Write Inc phonics

A multisensory approach to phonics delivery is taken.

Lessons will be pitched at the correct level for each pupil, ensuring that all pupils are sufficiently challenged while able to make clear progress.

Initial sounds are taught in a specific order.

Sounds taught should be 'pure' i.e. 'b' not 'buh' as this is central to phonic teaching and ability to recognise sounds in words.

Pupils are taught that the number of graphemes in a word always corresponds to the number of phonemes as this greatly assists spelling efforts.

Set 2 sounds are to be taught after set 1 (initial sounds)

Letter names are to be introduced with set 3.

Lessons will use phonics, reading and writing skills in order to connect and support each of these areas.

Phonics delivery is adapted to meet the age-appropriate requirements of our pupils and utilising the tools most appropriate to suit their functional literacy needs i.e. Decoding tools/dotting and dashing.

Assessment:

All pupils are assessed regularly each week through teacher observation.

Teachers assess how pupils:

- Recognise and say the sounds
- Read the green and red word lists
- Decode the ditties/stories
- Comprehend the stories

Formal assessment of phonic progress is made on a half-termly basis. Read Write Inc progress criteria, alongside the 100 and next 200 high frequency words, have been incorporated into the school's online assessment system.

Role of Coordinator:

The English Co-ordinator is responsible for co-ordinating phonics throughout the school. Please refer to English Policy.

Role of the Class teacher:

- To aim to develop phonic skills with pupils using the whole school approaches outlined above.
- To provide and regularly update a classroom environment that facilitates the development of student's reading skills in decoding, comprehension and communication.
- To develop and update own skills, knowledge and understanding of phonics.
- To keep appropriate on-going records for phonics progression where required.
- To plan effectively for and deliver phonics lessons, liaising with co-ordinator when necessary.
- To inform parents of students' progress, achievements and attainment.

Equal Opportunities

We incorporate phonics into a wide range of cross curricular subjects. All children have equal access to the curriculum regardless of their learning need, gender or ethnicity. This is monitored by analysing pupil performance throughout the school to ensure that there is no disparity between groups.