



Phonics vision and policy at Kibworth C of E Primary School

At Kibworth C of E Primary School we strive to ensure that all children become successful, fluent readers by the end of Key Stage One and believe this is achievable through a combination of strong, high quality, discrete phonics teaching combined with a whole language approach that promotes a 'Reading for Pleasure' culture.

The Rose Report (2006) emphasised high quality phonics as an important part of the word decoding skills required by children to develop higher level whole language and comprehension skills. This approach is in alignment with our belief that we first 'learn to read' and then 'read to learn'.

This policy is aimed at reinforcing a consistent, high quality approach to the teaching of phonics across the Early Years Foundation Stage, (EYFS,) Key Stage One and on into Key Stage Two for children who still need this further support.

Our primary aims are:

- ❖ *To develop phonetic skills which lead to blending and reading fluently.*
- ❖ *To promote confidence and positive attitudes to reading.*
- ❖ *To promote and encourage good home/school links using a wide range of literature.*
- ❖ *To teach children aural discrimination, phonemic awareness and rhyme to aid reading, writing and spelling development.*
- ❖ *To encourage the use of segmenting and blending so that decoding skills provide a sound foundation for reading, writing and spelling.*
- ❖ *To ensure the teaching of phonics is lively, interactive and investigative.*
- ❖ *To enable children to use phonic awareness across the curriculum.*
- ❖ *To ensure that children know the 44 phonemes within the English language.*
- ❖ *To teach children to recognise the graphemes within words and associate them with the appropriate phoneme when reading.*
- ❖ *To provide children with strategies to identify and decode 'tricky words.'*

Objectives

To provide consistent, high quality phonics teaching that ensures all children have a strong foundation upon which to tackle the complex processes of reading and writing.

To ensure that the teaching of synthetic phonics is systematic and progressive throughout the foundation stage, key stage one and key stage two for those children needing interventions to support phonetic knowledge and understanding.

To ensure that children have sound phonetic knowledge, understanding and skills so that they can decode words confidently and engage with higher order reading and writing skills.

At Kibworth Primary School, we follow the letters and Sounds document's principles and practice across the EYFS and Key Stage One – this is supported by teachers using elements from Jolly Phonics and Phonics Play to support the effective delivery of phonics lessons by catering for all children's needs

Teachers use assessment to inform effective provision for all children, using this to plan and deliver well differentiated lessons that engage and challenge all children within the lesson. This assessment should inform the rate at which children progress through the phases and secure a sound understanding of phonics.

Each Phonics lesson should include the following sections:

Revise – Overlearn the previous graphemes and words.

Teach – Introduce a new grapheme / words

Practise – Develop GPCs (grapheme phoneme correspondences) /read and spell new words.

Apply – Use the new graphemes / words in games and activities to secure knowledge.

Assess – Monitor progress within each phase to inform planning.