



Phonics Policy

Aims

Through phonics at Moseley we aim to:

- Provide children with the skills they need to recognise and distinguish between graphemes and phonemes
- Give children the skills to use these to decode unknown words while reading.
- Provide strategies for children to use these graphemes within their writing, eventually leading to consistently accurate spelling
- Read and spell high frequency words

Expectations

Throughout Early Years and KS1, phonics is taught through the 'Floppy's Phonics' scheme. This comprises of online resources, worksheets and other adaptable resources.

Across Early Years and Year 1, phonics is taught on a daily basis, providing the children with regular access to new and previously taught sounds. Within Year 2 phonics is taught as necessary, either through whole class teaching or small intervention groups.

Specific teaching of phonics takes place through small group or 1:1 intervention groups using the 'Phonics International' scheme.

Classroom Resources

Each Early Years and KS1 classroom is equipped with a phonics frieze, tricky words poster and alphabetic code, which all link to the 'Floppy's Phonics' teaching sequence. These should be referred to, as necessary, during all lessons. Each class also has a pack of large flashcards featuring the sounds, which should be used during the review part of each phonics lesson.

Assessment

From when they begin in Reception, each child is provided with a 'Reading, Phonics and Spelling Record'. This moves with them until the end of KS1, and includes termly assessments to be completed. These assessments are then recorded on a tracking spreadsheet to provide an at-a-glance overview of attainment and progress. From this target children can be identified and steps taken to ensure that their progress matches that which is expected for their age group.

These records comprise of 6 different sections:

- Letter names - ensuring that children can name the letters of the alphabet, even when they appear within graphemes with one or more letters.
- Letter sounds - ensuring the children can name the sound that is made by each letter or collection of letters.
- Reading Phonic Assessment - ensuring children can use their phonic knowledge to decode words, using known graphemes, and read these fluently.
- Spelling Phonic Assessment - ensuring children can use the graphemes associated with phonemes heard within words to spell them accurately.

The final sections within the records pertain to the reading and spelling of high frequency words suitable for each year group.

Nationally, children are assessed on their phonic knowledge at the end of Year 1 through the 'Phonics Screening' check. If they do not pass in Year 1 then they will be retested in Year 2.

Monitoring and evaluation

The Phonics co-ordinator will monitor delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision.

Evaluation of the programme's effectiveness will be conducted on the basis of:

- Pupil and teacher evaluation of the content and learning processes
- Staff meetings to review and share experience

Policy Review

This policy is reviewed every three years

June 2024