



Policy

Phonics Policy

Principle:

Systematic, skilled and rigorous phonics teaching is the best and most direct route for children to become skilled and independent readers and writers.

Practice:

Effective phonics teaching must:

- Build upon children's current levels of attainment.
- Be systematic.
- Be taught with pace and passion
- Ensure active participation from all children.
- Make explicit the relationship between phonics, reading and writing.
- Be set within a curriculum rich in reading writing and talk.

Children will:

- Use 'sound all through the word' as a primary strategy for reading new words.
- Count the sounds in words and represent each sound to tackle new spellings.
- Take home phonetically plausible reading books as long as is necessary to ensure reading success.
- Take home additional books to share with an adult.

Teachers will:

- Follow the Belleville programme of study, planning support and challenge as appropriate.
- Use 'Fred' as our model for hearing and manipulating the sounds in words.
- Model phonic strategies in shared reading and writing.
- Teach strategies for reading and spelling 'tricky words'
- Display tricky words in the classroom to support independent writing.
- Ensure that their own, professional knowledge is secure – seeking support where necessary.
- Teach phonics within a curriculum steeped in speaking, listening, reading and writing.

Phonics leader will:

- Ensure the phonics programme of study is relevant, up to date and adhered to.
- Provide training to all new members of staff and other staff where a need is identified.
- Run annual workshops for parents and parent volunteer readers.
- Ensure that the phonics screening is carried out and reported appropriately.
- Keep up to date with research relating to teaching and learning in phonics.

Please refer to Belleville phonics Programme of Study.