



## **Millfields First School Phonics Policy** **April 2020**

### **1. Our Vision**

At Millfields we want every child to be a successful, fluent reader and writer by the end of Key Stage One and we believe that this is achievable through a combination of strong, high quality, discrete phonics teaching combined with regular, daily opportunities for developing reading skills. The teaching of phonics is a key strategy that is used to help our children to read, write and spell.

### **2. Teaching Approach**

At Millfields we follow the six phases of Letters and Sounds: Principles and Practice of High Quality Phonics across the EYFS and Key Stage One phases. This guidance is supported with the use of selected resources from Phonics Play and actions for EYFS children from the Jolly Phonics songs.

Phonics is taught through discrete phonic sessions, regular reading and writing sessions and linking it with other curriculum subjects throughout the school day.

Teachers use assessment for learning and the Letters and Sounds end of phase assessments to track and review children's progress. Assessments also inform teachers of targeted intervention sessions that may be needed for those children who struggle with the learning of phonics and may need a different approach.

### **3. Progression**

Children will progress through the six phases of Letters and Sounds, beginning with Phase One in Pre-School.

Reception children begin Phase Two in the Autumn term, where they learn new phonemes and how to segment and blend these to read simple words. In the Spring term, they move to Phase Three where digraphs and trigraphs are taught to read more complex words. By the end of the Summer Term, most Reception children should be familiar up to the end of Phase Four, where consonant-vowel correspondence are taught rather than new sounds.

Throughout Year One, children work their way through Phase Five and learn alternative spellings for various sounds e.g. *different ways to read/spell words with the 'igh' sound: find, light, tie, fire.*

Throughout Year 2, children should be proficient in their phonics knowledge and have completed Phase Six of Letters and Sounds. (For a more detailed breakdown,

please see our Progression in Phonics document ([www.millfieldsfirstschool.co.uk/curriculum/phonics](http://www.millfieldsfirstschool.co.uk/curriculum/phonics))

Children in Year 2 who did not meet the required standard for phonics and need more work on 'decoding' and 'word reading' skills, will have opportunities to practice this using daily phonics sessions. Children in Year 3 and older who need further phonic intervention work will do so through targeted interventions.

For those children who have found learning a sound tricky, immediate 'booster' interventions are set up on the same day to stop any gaps forming.

#### **4. Timetabling**

Discrete phonics sessions in class will be timetabled and taught daily from Pre-School through to Year 2. The expectation is that phonics is taught for a minimum of 10 – 15 minutes in Pre-School and 20 minutes in Reception, Years 1 and 2. For children in Reception and Year One, a 10 minute revision session is held daily in the afternoons to reinforce the content covered in the morning sessions.

#### **5. Expectations for Home Learning**

Across the EYFS and Key Stage One classes, parents are encouraged to read daily with their child. Regular reading at home should enable the children to use segmenting and blending techniques learned in phonics sessions. Banded books are sent home which are fully decodable and match where the children are in their Phonics phases. They also receive a non-decodable book which requires the recognition of repeated words and a self-chosen library book. In Early Years the children have sound cards, tricky words and Pocket Rockets sent home that link to the week's phonics learning. A phonics workshop is run for all parents in Early Years with the content of this shared for all to use after this session.