



**Cledford Primary School and Gainsborough Primary & Nursery School**



**A Federation of Cheshire East Primary Schools**



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**The Cheshire Federation  
Cledford Primary School  
&  
Gainsborough Primary & Nursery School**

**Phonics Policy**

**Reviewed: May 2021**

**Signed:**

**Mrs J Sercombe** (Chair of Governing Board) \_\_\_\_\_

**Mrs AJ Booth** (Federation Headteacher) \_\_\_\_\_

Mrs J Nurse (School Principal) \_\_\_\_\_

Next Review Date : May 2022

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## **Statement of Intent, Implementation and Impact**

To ensure consistency throughout the school **ALL staff at Gainsborough follow a clear 5-part systematic phonics lesson structure** where pupils revisit prior learning, are taught new graphemes/phonemes, practise together and apply what they have learnt.

Phonics is clearly linked with early reading with children receiving daily morning reads in small groups with an adult in year 1. Across Reception and Key stage one, pupils' reading books are closely matched to their increasing knowledge of phonics and ability to read 'tricky words'; so that they experience early reading success as well as consolidating the learning that takes place within the phonics lessons.

### **Intent**

At Gainsborough we value phonics as a key life skill and understand its importance for academic success. We aim to create **a love for reading**, writing and spelling through the consistent approach of phonics teaching. We strive to teach children to read effectively and quickly, using the Letters and Sounds programme which includes teaching synthetic phonics, sight vocabulary, decoding and encoding words as well as spelling and accurate letter formation. We believe that teaching children to read and write independently, as quickly as possible, is essential. **These fundamental skills not only underpin the rest of the curriculum but also have a huge impact on children's self-esteem and future life chances.**

Using the Letters and Sounds programme we teach children to:

- Apply the skill of blending phonemes in order to read words.
- Segment words into their phonemes in order to spell words.
- Learn that blending and segmenting words are reversible processes.
- Read high frequency words that do not conform to regular phonic patterns.
- Read texts and words that are within their phonic capabilities as early as possible.
- Decode texts effortlessly so all their resources can be used to comprehend what they read.
- spell effortlessly so that all their resources can be directed towards composing their writing.
- Develop the habit of reading widely and often, for both pleasure and information Read fluently and with good understanding
  - Write clearly, accurately and coherently

### **Implementation**

Children are introduced to phonics teaching from Nursery, where they are taught phase 1 of **Letters and Sounds** before moving on to looking at phoneme/grapheme correspondents.

In phase two of the programme, children are introduced to 23 new phonemes. During this phase the children learn to recognise, form and use these sounds in simple consonant-vowel-consonant (CVC) words to begin to write simple words and captions. Once they have mastered this skill, they start to read stories and texts that have words made up of the sounds they know. This means that they can embed and apply their phonic knowledge and start to build their reading fluency. Once secure, the children move on to the next phase where they will learn new sounds, improve their reading fluency and develop a greater writing ability. Throughout this process there is a focus on comprehension, reading with expression and reading for enjoyment.

Phonics is delivered daily as an explicit lesson in EYFS and KS1. Ongoing assessment for learning means that pupils' needs are met and therefore groupings across the school are fluid.

## **Impact**

Through the teaching of systematic phonics, our aim is for all children to become fluent and competent readers by the end of key stage one. Formal assessments are made half termly through a bespoke phased tracking document. Within the EYFS, we aim for the children to be 'Year 1 ready' with the expectation that most children are working within Phase 4 by the end of EYFS.

Attainment in phonics is measured by the National Phonics Screening Test at the end of year one.

## **1. Legal Framework**

1.1.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- DfE (2013) 'National curriculum in England: phonics programmes of study'
- DfE (2017) 'Statutory framework for the early years foundation stage'

## **2. Roles and Responsibilities**

2.1. The **phonics coordinator** is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subject.
- Reviewing changes to Phonics and advising on their implementation.
- Monitoring the learning and teaching of phonics, providing support for staff where necessary.
- Ensuring the continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop colleagues' expertise in teaching phonics.
- Organising the deployment of resources and carrying out an annual audit of all phonics resources.
- Liaising with teachers across all phases.
- Communicating developments in phonics to all teaching staff.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring common standards are met for recording and assessment.
- Collating assessment data and setting new priorities for the development of phonics in subsequent years.

2.2. Classroom teachers are responsible for:

- Acting in accordance with this policy.
- Ensuring progression through the phonics phases.
- Planning lessons effectively, always adhering to the 5 part pedagogy.
- Liaising with the **phonics coordinator** about progress, resources and supporting individual pupils.
- Monitoring the progress of pupils in their class and reporting this on an **annual** basis.
- Reporting any concerns regarding the teaching of the subject to the **phonics coordinator** or a member of the **SLT**.
- Undertaking any training that is necessary in order to effectively teach the subject.

### 3. Early Years Provision

3.1. Activities and experiences for pupils will be based on the seven areas of learning and development, as outlined in the DfE's 'Statutory framework for the early years foundation stage'.

3.2. Provision for early years pupils focusses on four specific areas:

- Literacy
- Maths
- Understanding the world
- Expressive arts and design

3.3. All activities will adhere to the objectives set out in the framework.

3.4. In particular, phonics lessons will be used to develop pupils' phonic knowledge and sound recognition.

### 4. Teaching and Learning (Pedagogy)

All staff will follow the 5-part pedagogy document ensuring the following structure is followed

- Statement of learning intention and success criteria.
- Revisit and review
- Direct Teaching
- Practise
- Apply and Review

All non-negotiables are adhered to.

The classroom teacher, in collaboration with the **phonics coordinator**, will ensure that the needs of all pupils are met by:

- Teaching fluid groups
- Assessing on a half termly basis
- Targeting children to deliver booster groups to help children `keep up`.
- Utilising teaching assistants to ensure that pupils are effectively supported.

### **Feedback**

Feedback should:

- Redirect and focus either the teacher's or the learner's actions to achieve a goal
- Be specific accurate and clear
- Encourage and support further effort
- Inform future planning, ensuring continuity, progression and appropriate differentiation
- Be given sparingly so that it is meaningful
- Put the onus on students to correct their own mistakes, rather than providing correct answers for them
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons
- Encourage children to take responsibility for improving their own learning by self-assessment and peer assessment
- Ultimately be seen by pupils as a positive approach to improving their learning

## **5. National Curriculum**

Year 1 Pupils should be taught to:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- reread these books to build up their fluency and confidence in word reading

Year 2 Pupils should be taught to:

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading.

## **6. Planning**

- 6.1. All planning is in line with the 5-part pedagogy.
- 6.2. relevant staff members are briefed on the school's planning procedures as part of staff training.
- 6.3. Throughout the school, phonics is taught as a discrete lesson.
- 6.4. Lesson plans will demonstrate a balance of interactive elements used in teaching, ensuring that all pupils engage with their learning.
- 6.5. All lessons will have clear learning objectives, which are shared and reviewed with pupils.

## **7. Assessment and Reporting**

- 7.1. Pupils will be assessed, and their progression recorded, in line with the school's **Assessment Policy**.
- 7.2. Throughout the year, teachers will plan assessment opportunities
- 7.3. Assessment will be undertaken in various forms, including the following:
  - Talking to pupils and asking questions
  - Discussing pupils' work with them
  - Marking work against the learning objectives
  - Specific assignments for individual pupils
- 7.4. Formative assessment, which is carried out informally throughout the year, enables teachers to identify pupils' understanding of subjects and informs their immediate lesson planning.
- 7.5. In terms of summative assessments, the results of end-of-year assessments will be passed to relevant members of staff, such as the pupil's future teacher, in order to demonstrate where learners are at a given point in time.

- 7.6. Parents will be provided with a written report about their child's progress during the Spring term every year. These will include information on the pupil's attainment, progress and attitude towards phonics.
- 7.7. Verbal reports will be provided at parent-teacher interviews during the Autumn and Summer terms.
- 7.8. Pupils with SEND will be monitored by the SENCO, and the appropriate support will be put in place.
- 7.9. Year 1 Phonics screening test will be taken by all pupils at the end of year 1 with those not passing, retaking the screening text in Year 2.

## **8. Resources**

- 8.1 There is a range of resources to support the teaching of phonics across the school including wall friezes, phonics word packs etc.
- 8.2 Children have access to the internet through computers, laptops, iPads and interactive whiteboards.

## **9. Equal Opportunities & Inclusion**

- 9.1 We are committed to giving all of our children every opportunity to achieve excellence. We do this by taking account of pupils' varied life experiences and needs.
- 9.2 Our curriculum is broad and balanced and we have high expectations of all children.
- 9.3 The achievements, attitudes and well-being of all our children matter, regardless of ethnicity, attainment, age, disability, gender or background.
- 9.4 We actively seek to remove barriers to learning and participation that have the potential to hinder or exclude individuals or groups of children.
- 9.5 Equality of opportunity must be a reality for our children and we ensure this through the attention we pay to the different groups of children within our school:
  - girls and boys;
  - minority ethnic and faith groups;
  - children for whom English is an additional language;
  - children with special educational needs and disabilities.

## **10. Staff Development**

- 10.1 Teachers are expected to have good, up to date subject knowledge and to use the materials that are available to them in order to promote the best outcomes for children.
- 10.2 Training needs are identified as part of our whole school monitoring and evaluation, performance management/appraisal and induction programmes. These needs are reflected in the School Development Plan.
- 10.3 Ongoing coaching is given, where needed, throughout the year by subject leaders and SLT.



- 10.4 Staff have the opportunity to observe their colleagues teach as part of an informal coaching programme.
- 10.5 Subject leaders arrange for relevant advice, resources and information, for example feedback from training, to be disseminated appropriately with colleagues.
- 10.6 Where necessary, in conjunction with the SLT and in order to secure outstanding subject knowledge, subject leaders lead or organise training for colleagues.

## **11. Monitoring and Review**

- 11.1. This policy will be reviewed on an **annual** basis by the **phonics coordinator**.
- 11.2. The **phonics coordinator** will monitor teaching and learning in the subject at the school, ensuring that the content of the national curriculum is covered across all phases of pupils' education.
- 11.3. Any changes made to this policy will be communicated to all teaching staff.
- 11.4. The next scheduled review date of this policy is **May 2022**.

### **This policy operates in conjunction with the following school policies:**

- Special Educational Needs and Disabilities (SEND) Policy
- Feedback Policy
- Assessment Policy
- eSafety Policy
- Equal Opportunities Policy
- English Policy