

OASIS ACADEMY PARKWOOD



PHONICS POLICY

April 2017
Mrs J. Mell

Phonics Policy

This policy is intended to be read in conjunction with the Oasis Academy Parkwood Reading Policy

Pupils at Oasis Academy Parkwood learn to read and write effectively and quickly using the **Read, Write Inc Phonics** programme, devised by Ruth Miskin.

The programme is for:

- pupils in Reception to Year 2 who are learning to read and write.
- any pupils in KS2 who still require support.

Pupils take part in a 45 minute phonics lesson, five days a week.

Phonics lessons are carefully planned with a structured, cohesive approach.

The programme has five key teaching principles:

- participation
- praise
- pace
- purpose
- passion

Through active engagement in phonics lessons, children have opportunities to learn and apply the skills of decoding and practise oral and written comprehension of their reading

Pupils are taught to:

- decode grapheme-phoneme correspondences quickly
- read 'tricky' words on sight
- understand what they read
- read with fluency and expression
- write confidently, with a strong focus on vocabulary and grammar
- spell quickly and easily by segmenting the sounds in words

In addition, pupils are taught to work effectively with a partner to explain and consolidate what they are learning. This provides the teacher with opportunities to assess learning and identify difficulties, such as pupils' poor articulation, or problems with blending or alphabetic code knowledge.

Pupils read books that are closely matched to their increasing knowledge of phonics and the 'tricky words.' Alongside this, the teachers read a wide range of stories, poetry and non-fiction to pupils; they are soon able to read these texts for themselves.

Additional phonics practice is provided for selected children through Fred Club- an extra -curricular reading club with a focus on phonic games.

Assessing and tracking progress in phonics

All pupils are assessed in Phonics from Reception until the children no longer need phonics support. Individual phonic assessments are carried out approximately termly using the Read, Write Inc Assessment procedure. The assessment checks phoneme knowledge using Sets 1, 2 and 3 sounds in isolation and within word reading. The assessment features both real and nonsense words. All assessments are carried out by the Read Write Inc Manager.

The data is analysed to ensure children are working in the correct group for their ability. This allows progress to be tracked from starting points. This occurs for all pupils, including those eligible for the pupil premium and those within other vulnerable groups. Data analysis promotes intervention. For instance, pupils are moved to another group if they are progressing faster than their peers. Interventions, such as Ten Minute Tutoring are provided for those who need extra phonic support and teaching.

Pupils are also regularly assessed using phonic screening check materials. Through this, pupils gain experience of the phonic screening check and further information is provided to identify areas of phonic strengths and weaknesses.

In addition, the **SALFORD** standardised reading test is used so that it is ensured that the gains pupils are making are age-appropriate.

By the end of Key Stage 1, pupils are able to read aloud age-appropriate texts accurately and with sufficient speed. From this the focus centres on developing comprehension, preparing pupils well for transition to Key Stage 2. Good decoding skills mean that pupils have a sound strategy for decoding unfamiliar words when they come across them at whatever stage or in any subject, thus developing life-long readers.

The aim is for all children to be accurate and speedy readers by the time they enter Key Stage 2. Pupils who still require discrete phonics teaching are identified and support is provided for those pupils in years 3-6.

Reading Attainment

Phonic Screening Check

All children are required to take the National Phonic screening check in June of Year 1. Any children who do not pass the threshold are targeted for additional phonics support and re-take the check in June of Year 2.

We have high expectations of our pupils' progress.

Year	Oasis Academy Parkwood	National
2016	88%	81%
2015	80%	77%

Academy results have exceeded National levels in the last two years.

This success is attributed to the prioritising of phonics teaching by all staff and fidelity to the Read, Write Inc phonics programme.

Early Years GLD:

Year	Oasis Academy Parkwood	National
2016	76%	69%
2015	73%	66%

Key Stage One Reading:

Year	Oasis Academy Parkwood	National
2016	70% (Exp+)	74% (Exp+)
2015	76% (L2B+)	81% (L2B+)

Key Stage Two Reading:

Year	Oasis Academy Parkwood	National
2016	47% (Exp+)	66% (Exp+)
2015	84% (L4+)	89% (L4+)

Narrowing the Reading Gap

The Academy used reading data to analyse gaps between the reading attainment of pupils in vulnerable groups and that of others.

Vulnerable groups include pupils eligible for Pupil Premium (Disadvantaged), gender, EAL, SEND.

Where gaps occur, intervention and focus is directed to narrow and close gaps.

Example Data:

Disadvantaged Pupils Vs Others.

Phonics

Group	2015		2016	
	OAParkwood	National	OAParkwood	National
Dis	75%	68%	94%	70%
Others	84%	80%	83%	83%
Gap	9%	14%	11%	13%

Key Stage One Reading

Group	2015 (APS)		2016 (Exp+)	
	OAParkwood	National	OAParkwood	National
Dis	15.6	15.2	71%	78%
Others	17.6	17.1	70%	78%
Gap	2.0	1.9	1%	0%

Key Stage Two Reading

Group	2015 (L4+test))		2016 (100+ scaled score)	
	OAParkwood	National	OAParkwood	National
Dis	71%	83%	44%	71%
Others	95%	92%	50%	71%
Gap	24%	9%	6%	0%

Feedback and Marking

Feedback, both oral and written is focused and constructive. Pupils are praised for what they do well; such as displaying the behaviours they all need for their phonics learning to be successful.

Teaching partners are praised for their effective teaching.

There are clear systems for marking pupils' written work in accordance with the Academy Marking and Feedback Policy.

Pupils know their learning objective and expectations for each activity (WALT)

Outcomes and success criteria (WILF) are shared with the group and

individuals. Marking and feedback is used to take forward pupils' learning. Pupils are encouraged to respond to marking in phonics lessons.

Home Reading

In conjunction with the Academy Reading policy, pupils take home reading as homework each day. The minimum expectation is that pupils read at home 3 times per week. This is tracked by staff and rewarded. Individual home reading is from a range of resources. In Foundation Stage 1 this is through book sharing of quality children's books.

As children enter Foundation Stage 2, children begin a formalised reading scheme. This is primarily the Oxford Reading Tree Reading scheme. Phonics Bug is also used as a phonic based reading scheme.

Additional phonics practice is available and is sent as home tasks. For example for those who need additional support, for year 1 children in preparation for the screening check, for homework tasks in Key Stage 1.

The Imagination Library is fully promoted and all families are supported to sign children to this initiative that gifts one book per month from birth to five years. The Academy also runs a bookshop weekly. Books are sold at subsidised costs (£2). This is so that children can develop a love of reading from the Early years and begin to establish their own libraries at home.

Parents and Carers

The importance of phonics and Early Reading is shared with Foundation Stage Parents. At these Reading meetings parents are shown the principles of phonics and are given an overview of the RWI scheme.

This message is repeated throughout Key Stage One. Further phonics meetings are held with Year 1 parents in order to fully explain the expectations and administration of the phonic screening check. These meetings give parents ways to help their child with phonics and reading at home.

Regular home reading is rewarded. At school we target children for additional individual reading, if they do not get this support at home.

Phonics open events are held so that parents can join in phonics lessons with their child at school and see the teaching and learning first hand.

The Phonics Environment

The pupils will experience a rich and varied reading environment.

RWI phonic materials are given high focus in and around the school.

Pupils are encouraged to use the learning environment in their lessons e.g. speed sound charts and friezes, red word walls.

Classrooms have rich inviting book areas with familiar picture books, quality fiction and non-fiction. Books are promoted in all areas of provision in Early years and are an integral part of classroom displays and work from Year 1 upwards.

*This policy was written by Mrs J Mell- April 2017
Policy to be reviewed - April 2018*

References:

The following documents were considered in the formation of this policy:
One Education Phonics Policy