

# Hawkinge Primary School

## Phonics Policy

September 2017



At Hawkinge Primary School, phonics is taught systematically and discretely every day. We ensure progression, continuity and challenge and teach to children's individual needs. We follow the Letters and Sounds principles and practice of high quality phonics teaching and learning.

### Organisation

- Children in Reception will be taught in their class groups, any exceptions to this will be agreed by class teacher, phonics leader and Head teacher
- Children in Years 1 and 2 will be set by ability for their phonics lessons, which will take place immediately after break time every day. Children will normally be set at least four ways.
- Lessons will be 20 minutes each day (may be slightly longer in Reception).

### Expectations

- Phases 1-3 will be taught by the end of the Reception year
- Phases 4 and 5 will be taught throughout Year 1
- Phase 6 will be taught throughout Year 2
- This is a fluid overview as our priority is to meet each learner's individual needs and so not every child will progress at this rate. One of the benefits of setting is that children may move between groups as their needs dictate.

### Planning

- Staff will use a standard weekly planning grid for each week's phonics plans. This will follow the format of revisit, teach, practice and apply. Teachers in Reception are also expected to plan for links to indoor and outdoor CIA.

### Assessment

- Teachers will assess the children's learning either throughout the phase or at the end of the phase
- Teachers will record this assessment on whole class grids to show the children who are **not** secure in particular phonemes.
- Using this information, teachers will then decide how to move each child's learning forward. This could be moving on to the next phase, providing additional intervention or considering a move in sets.
- At the beginning of each term, teachers will write all children's names in the tracking grid to show which phase they will be learning at the beginning of the new term. Once children are secure in that phase, they will be highlighted green on the tracking grid, and their names will be written again in the next phase box to show where they are learning now.

### Intervention

- If a child is not making the expected progress, we will first look at the phonics set they are in and consider if a move would be appropriate
- TAs may lead intervention groups for children around a specific need or particular sound
- TAs may lead intervention groups for children in KS2 who are not yet confident with and applying the sounds from Phases 1-6 of Letters and Sounds
- Any intervention groups should run **in addition to** the phonics (or spelling for KS2) teaching and not instead of