

# Phonics Policy 2022 – 2023



مدرسة جيمس متروبول  
GEMS Metropole School  
MOTOR CITY

Approved by:	Naveed Iqbal
Date of review:	September 2022
Next review date:	September 2023

## GEMS Metropole Phonics Policy

### Statement of Intent

*Discover curiosity. Discover change. Discover confidence.*  
*#discoverleadership*

At GEMS Metropole School we are committed to the delivery of excellence in the teaching of Phonics. We aim to develop each child so that they are able to read with fluency as well as develop a love of reading that will stay with our children all their lives.

The use of phonics is one of the many skills needed to be able to be a reader and writer. We aim to teach high quality phonics through the use of the Read Write Inc. Synthetic phonics scheme, to ensure the children have the best start possible in reading and writing. The learning of phonics is the beginning of children's body of knowledge, skills and understanding that are an essential part of learning to read. In order to read and understand texts children must learn to recognise/decode the words on the page. Good quality phonics teaching allows the child to be secure in the skills of word recognition and decoding which allows children to read fluently. This will result in children being able to read for pleasure and will allow them to move onto developing higher order reading for meaning skills. These phonic skills need to be taught systematically.

### What is Phonics?

Phonics is a method of learning to read. Phonics works by breaking each word up into its individual sounds before blending those sounds back together to make the word. Children learn to 'decode' words by breaking it down into sounds rather than having to memorise 1000's of words individually. Research has shown that phonics, when taught correctly, can be the most effective way of teaching children to learn to read. Learning phonics and learning to read is one of the most important stepping stones in early education as it gives your child the skills they need to move forward in every subject, you simply cannot progress without it.

### Aims:

Our curriculum aims to support our children in being able to:

- Gain a progressively deeper understanding of the phonetic structure of the English language.
- Apply their phonic knowledge and skills to decode unfamiliar words fluently and accurately.
- Read rapidly to apply what they have learned across the whole curriculum.
- Create fluent readers, confident speakers and willing writers.
- Develop a life-long love of reading.

## **Legislation and guidance**

This policy reflects the requirements of the [National Curriculum programmes of study](#)

## **Teaching and Learning**

At MTS, in accordance with the current Government Validation Notice (2022) and review of Phonics provision, we are currently following the Read Write Inc programme. In our commitment to excellence in Phonics, each class in FS and KS1 will teach phonics as a discrete lesson and will include Phonics as part of teaching and learning throughout other curriculum lessons on a daily basis. Our lessons are planned systematically and teachers from Foundation Stage Two, Year One and Year Two collaborate to ensure there is clear progression throughout each phase.

See our EYFS policy for information on how our early years curriculum is delivered.

## **Assessment**

We have a rigorous assessment process which ensures progression across Foundation Stage and Key Stage One. The children are assessed both discretely at the end of every half term and formatively through Guided Reading, Writing and Phonics sessions. This information is used to inform teachers on individual children's needs to ensure they are catered for within every lesson. Our assessment supports teachers in allocating reading books, creating interventions and adapting planning to allow all children to make good progress.

At the end of Year 1, children participate in the phonics screening check which assesses their knowledge of grapheme-phoneme correspondence and their skills in blending. Those children who do not succeed in the phonics screening check are highlighted for further intervention and targeted support before completing the screening check again at the end of Year 2. For children who do not succeed a second time, provision is made for them to continue intervention and targeted support in Key Stage 2.

## **Inclusion**

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving. Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects. Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

## **Roles and Responsibilities**

### **Role of the Phonics Leader:**

- Have overall responsibility for Phonics across Foundation Stage and Key Stage One
- Ensure that regular assessment and formative assessment takes place in lessons to ensure children are working at the correct level
- Monitor and evaluate the impact of Phonics
- Provide guidance to teachers and share best practice
- Ensure interventions are readily available for students when necessary
- 

### **Role of Class Teachers:**

- Plan and deliver Phonics outcomes to all students through all subjects
- Measure the impact of Phonics through observation and questioning of students
- Assess progress of Phonics through regular assessments
- Encourage children to apply their Phonics skills across the curriculum

### **Role of Children:**

- Gain a progressively deeper understanding of the phonetic structure of the English language
- Apply their phonic knowledge and skills to decode unfamiliar words fluently and accurately
- Read rapidly to apply what they have learned across the whole curriculum
- Become fluent readers, confident speakers and willing writers
- Develop a life-long love of reading
- Be motivated and engaged learners
- Practice their Phonics skills at home through daily reading

## Monitoring arrangements

Senior Leaders and the Local Authority Board monitor coverage of National Curriculum subjects through:

- Termly meetings
- A planned two-year review cycle
- Planning scrutiny

Heads of department monitor the way their subject is taught throughout the school by:

- Completing learning walks
- Planning scrutinies
- Book scrutinies

Heads of department also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every year the Phonics lead. At every review, the policy will be shared with the full governing board.