



Stepping Stones (Short Stay) School

Phonics Policy

Phonics

At Stepping Stones School, we want to develop all children's love for reading and writing. During a child's time at our school we are keen to encourage all of our children to be active readers and writers who have the knowledge, understanding, skills, confidence and ability to be independent.

We use a Systematic Synthetic Phonics (SSP) programme throughout the school. The validated programme which will be taught from February 2022 onwards, where required, and will be Success for All Phonics.

The Systematic teaching of phonics enables children to learn to read and write.

English Leader	Alison Dodd
Reading Leader	Alison Dodd
Phonics Leader	Jane Meacham
Assessment Leader	Jane Meacham

INTENT

Our Aims

- To establish consistent practice, progression and continuity in the teaching and learning of phonics throughout the school with a focus on quality first teaching.
- To ensure that systematic synthetic phonics (following the Success for All- SFA phonics programme) is the first approach pupils use to help with their reading and spelling.
- To have robust assessment procedures to check progress and identify pupils in need of intervention.
 - For pupils to apply their phonic knowledge in their reading and writing across the whole curriculum.
 - For pupils to develop a love of reading and enjoy reading for pleasure, confidently across a range of genres.

Our Objectives:

- For our children to learn to read and write all 44 graphemes in the English language.
- To encourage the use of segmenting and blending so that decoding skills provide a solid foundation for reading, writing and spelling.
- To ensure children have specific strategies to identify and decode common exception words – CEW's (tricky words).
 - To ensure that the teaching of phonics is lively, interactive and investigative.
 - To encourage children to apply their phonic skills in all curriculum areas.

IMPLEMENTATION

Assessment and Organisation

Children are assessed on Entry to the school using the assessment tool and tracker from Success for All. This enables the phonics lead to know what their baseline is and to ensure they are grouped appropriately.

All children in Y1,2,3,4 are streamed, where appropriate, for phonics into the following groups.

- Phase 2
- Phase 3
- Phase 5- 6



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All children in Y5,6 are also streamed into appropriate phonics / spelling groups. We very often have children in these year groups with gaps in phonological awareness and with specific difficulties in applying their phonic knowledge to spelling for writing.

All children are reassessed every 5-6 weeks to track their progress and to ensure that they continue to be in the correct groups.

Teaching

As outlined children are grouped according to their ability. All children receive a daily phonics / spelling session of up to 30 minutes dependent on their age, maturing and attention. A separate reading session, up to 25 minutes is also taught daily – linked closely to the children's phonics teaching for those within Phase 2 to Phase 6.

Phonics / spelling is taught daily across the whole school from 11:45 – 12:10. At 11:40 each day the children who are grouped across classes, are collected and go to their phonics teaching group. All lessons are to start promptly at 11:45 ensuring a successful 25 minutes of teaching time is dedicated to phonics and spelling.

Every staff member who is part of phonics teaching including Senior Leaders have undertaken the training from Success for All in order to deliver the phonics teaching consistently with fidelity to the scheme.

When children are moving through Phase 6 into the Y2 spelling rules the class teachers plan, develop and deliver lessons according to the NC programme of study.

The **Review, Teach, Practise** and **Apply** approach used in SfP, will be applied to these sessions.

Even within each group, differentiation is required in order to ensure all children make appropriate progress. This may be the teacher adapting the materials, presenting them in a multi-sensory manner or focusing on key elements for specific children who may need over learning and different approaches i.e. regular review of Phase 5 and 6, even though moving into learning Spelling Rules.

As discussed in SfP the following are key principles for high quality phonics provision and will be adhered to here at Stepping Stones:

- Daily teaching
- Consistent approach
- Systematic progression (from the children's starting points on entry to SS)
- Strong start and pace
- Repeated practice
- Application into reading
- Swift identification and action to support children falling behind

Interventions and Catch Up

Ideally, we would hope that by streaming the children (where required), into appropriate groups and providing a rigorous, robust high quality first teaching group, children would make good progress and catch up.



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However, there are times where children may require more consolidation, additional guidance and a higher level of support.

These children are identified through regular assessment opportunities.

We also use the following to support catch up and in order to secure progress.

- Success for All Lightening Squad
- 1:1 direct teaching
- Consolidation sessions, e.g. in an afternoon, extra to the consolidation weeks identified within the SfP scheme.

Cross Curricular Links

In the school we recognise the impact good phonics teaching can have on pupils' learning to read and write, but we see it as part of a rich literacy curriculum. Pupils are exposed to a wide variety of books and texts to encourage their love of reading. During literacy sessions we encourage pupils to apply their phonic knowledge to read and write. In YR pupils are given the opportunity to develop their mark making into early writing, through setting exciting contexts for writing for a purpose, using their phonic knowledge.

Equal opportunities

All pupils are given equal access to the phonics curriculum. Due to the need to continue to address pupils arriving at Stepping Stones who are significantly below ARE's, it is paramount that the phonics curriculum is taught using a wide range of resources and approaches which remain consistent with Success for All Phonics, to ensure all pupils access the lessons and make accelerated progress.

Additional Supportive Assessment

Assessment is carried out half-termly and on Entry to Stepping Stones to assess the pupils' knowledge and to determine appropriate groupings within each class.

Alongside the SfP assessment tool, the Spelling assessment (Schonell); Reading Assessment (Salford), PIVATs and/or KLIPs statements completed on entry/exit and termly for each pupil; all provide the teacher with information re: gaps/next steps. Progress is monitored by the Assessment Leader and Curriculum Leader, in order to ensure appropriate progress and relevant interventions where applicable take place.

The English Leader will assess a sample of independent writing pieces on a termly basis to look for content, coverage, application of phonics for spelling and to support identifying next steps.



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Standards

In Year 1 pupils take part in the national phonics screening test. This assessment gathers information on the pupils' ability to blend and segment decodable words to read, and their recognition of 'tricky' non decodable words.

Y2 pupils attending Stepping Stones on a referral placement, who were unable to take part in the screening test in Y1, will take the test at Stepping Stones when requested by their mainstream schools.

Spelling Homework

- KS1 – 5 - 10 spellings per week
- KS2 – 10 spellings per week
- Individual need differentiated as required within each Key Stage

Spellings may be taken from the recommended spelling lists of common exception words, or based on spelling patterns being learnt in class, including those drawn from the Key Learning Documents for Reading and Writing. It must be stressed that spelling should be based on prior attainment and phonological need and pupils' learning should be tested regularly to ensure that spellings are fit for purpose.

Success for All Phonics Resources

The school has purchased an annual subscription to Success for All Phonics which includes training, teaching resources, lesson plans and matched decodable books to be used in the lessons and by staff across the school. These are to be used within the daily 25 minutes phonics teaching sessions.

Additional Resources and Support Materials

- Whiteboards, magnetic letters
- Support for Spelling
- Spelling Bank
- SPaG Curriculum 2014
- Weekly spelling lists
- Multi-sensory materials
- In-house 'try-it' spelling approach and 'tick in brackets' across all age groups as appropriate.

Reading

For the full reading procedures and policy please refer to the separate policy as this is a summary.

All children working on the Success for All phonics programme should have a matched text (decodable reader). They will be encouraged to read the text several times for the following reasons.



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- 1) Reading to decode
- 2) Reading for fluency
- 3) Reading for comprehension

Children will also have a choice of reading book for pleasure using the Book Banded scheme in school.

There is also a selection of books matched to children's needs for home reading.

Impact

The impact of teaching phonics through the Success for All Phonics programme will be monitored by SLT on a half termly basis.

Each teacher will be provided with feedback and identified next steps.

Progress will be reported via the online assessment tracker and shared with The Committee.

The subject leader will write a termly report on the impact of the phonics programme on pupil progress.

Date written:

Written by Jane Meacham

Approved by Governors _____

Planned Review date: January 2023