



Richardson Dees

Phonics Policy

Date policy last reviewed: 14.10.24

Signed by:

_____	Headteacher	Date: _____
_____	Chair of governors	Date: _____

Last updated: 14.10.24

Teaching of Phonics and Reading

At Richardson Dees we strive to ensure that all children become confident, fluent readers by the end of Key Stage One and believe this is achievable through a combination of consistent, high quality, discrete phonics teaching coupled with a whole language approach that promotes a 'Reading for Pleasure' culture.

Phonics is a way of teaching children to read quickly and skilfully.

- Phonemes are the sounds which are made by blending letters to correspond to the spoken word. Children will be taught how to recognise the phonemes that each individual letter makes. Children will also be taught to identify the phonemes that different combinations of letters make e.g. ai, oi
- Children are taught to blend these phonemes together from left to right to make a word.
- Graphemes are the written equivalent of phonemes.

Children can then use this knowledge to 'de-code' new words that they hear or see. This is the first important step in learning to read.

We conduct daily phonics teaching sessions in Early Years and KS1 based on the model of review, teach, practise and apply. We teach phonics using the **McKie Mastery Power Phonics programme**.

The Power Phonics programme from McKie Mastery teaches children how the alphabet works for reading and spelling. It is a systematic synthetic approach to phonics teaching and word recognition. Power phonics is not an abstract oral/content/activity-led system but a consistent quality-first teaching method. Vast and fast improvement is achieved using this method to teach all children to use phonics to read and write.

Power Phonics is taught daily as discrete up to 30-minute sessions. Each daily phonics lesson follows the structure of review, teach, practise and apply. In Reception initial phonemes are introduced before moving on to long phonemes and phoneme families. Children work through the phonic programme becoming fluent, independent, free readers. The books children read are carefully matched to their phonic knowledge and provide opportunities for children to apply their phonic knowledge during power reading sessions (paired reading). Power Phonics flash cards and tabletop resources are used to support the teaching of phonemes and to support with the formation of graphemes. Children who are just beginning to learn the letter/sound correspondences are learning at the same time to tell stories using books which do not have words to begin with. This is crucial in the development of spoken language and vocabulary and is a vital stepping stone towards becoming an accomplished reader and writer.

The Phonics Screening Check

The phonics screening check is designed to confirm whether children have learnt phonic decoding to an appropriate standard. It will identify children who need extra help to improve their decoding skills.

The check consists of one list of 40 words, comprising 20 real words and 20 pseudo-words.

The phonics screening check is administered to all Year 1 children and children in Year 2 who did not meet the required standard in year 1 or have not taken it before. The screening check is administered towards the end of the summer term (June), on a one-to-one basis by the class teacher. The child's phonic screening check score will be reported to parents by the end of the summer term.

Any pupil at the end of Key Stage One who has not passed the resit Phonics Screening Check will be targeted for further support.