

Introduction

This Policy at Sandgate is set within the context of School's overall aims. Sandgate is an all age (3-19) school that caters for students with severe and profound learning difficulties. This policy outlines the organisation and teaching of Phonics. It has been written and developed by the English Subject Leader in conjunction with class teachers, teaching assistants, the Head teacher and Governing Body, who are also responsible for the implementation and monitoring of the Policy.

Aims and Mission Statement for the School

We aim to affirm the right to an appropriate education for every individual and to ensure that right for all, regardless of individual differences, and for students to:

- Become motivated life-long learners
- Have high self-esteem, respecting others and the environment
- Gain technological skills
- Seek to extend themselves in mind, body and spirit

Our mission for the school is that:

We believe that each student will succeed through experiencing quality in:

- A broad and challenging curriculum
- An enriching programme of extra-curricular activities and visits
- A stimulating environment
- A creative, varied and up to date range of learning experiences
- Innovative teaching and an investigative approach to learning
- An ethos of support, challenge and encouragement to succeed
- Learning partnerships between school, home, and the community

Introduction

In order to comprehend written texts children must first learn to recognise, decode, the words on the page.

Children at Sandgate will secure automatic decoding skills and progress from 'learning to read' to 'reading to learn' for purpose and pleasure. The ultimate goal of learning to read is to develop comprehension.

For some children at Sandgate the use of symbols will replace this progression and continue throughout their school life. Currently Aspects 1 – 6 of Phase 1 Letters and sounds are delivered to these children during formal phonics sessions up to the end of Key Stage 2. During the Spring Term 2022 a review of the school's systematic synthetic phonics approach will be reviewed to ensure that the school is using an accredited scheme.

Phonic sessions continue where necessary and the use of symbols will be used where deemed appropriate. At Key Stage 4 social signs and symbols will become a focus and will be taught across the curriculum.

To achieve this, staff are clear about teaching and learning strategies which help children to acquire word recognition skills through the acquisition of reading and those which will help children develop high-level comprehension skills whether this be through reading or the use of symbols.

Aims

- at Sandgate we aim to deliver systematic synthetic phonics teaching aiming to secure the crucial skills of word recognition which enable children to read fluently and automatically enabling them to concentrate on the meaning of the text
- to establish consistent practice, progression and continuity in the teaching and learning of phonics and spelling throughout the school
- to differentiate phonics and spelling work according to individual needs , so that all pupils are given sufficient challenge at a level at which they can experience success

Principles of high-quality phonic work at Sandgate

Currently the progression of the Letters and Sounds programme used in school provides the structure for all phonics teaching.

Beginner readers should be taught:

- grapheme–phoneme correspondences in a clearly defined, incremental sequence
- to apply the highly important skills of blending (synthesising) phonemes in the order in which they occur, all through a word to read it
- to apply the skills of segmenting words into their constituent phonemes to spell
- that blending and segmenting are reversible processes.

High-quality phonic work will be most effective when:

- it is part of a broad and rich curriculum that engages children in a range of activities and experiences to develop their speaking and listening skills and phonological awareness
- it is multisensory providing, encompassing activities to enliven core learning
- it is time-limited, to promote confident readers
- it is systematic, that is to say, it follows a carefully planned programme reinforcing and building on previous learning to secure children's progress
- it is taught discretely and daily at a brisk pace following the structure: revisit, teach, practice, apply from the Letters and Sounds programme
- there are opportunities to reinforce and apply acquired phonic knowledge and skills across the curriculum and in such activities as independent, shared and guided reading and writing

Organisation of Phonics

Author
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Sara Wilson
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Some children at Sandgate will require further developmental input from the aspects of learning in phase 1. This will be evident from early assessments and approaches will follow a child throughout their time at school.

Foundation Stage

Where appropriate Early Years children will have a daily discrete phonics teaching input lasting approximately 15 minutes. At the end of the Autumn term the children's phonic abilities are assessed and they are grouped according to the acquisition of these skills. The areas of provision provide opportunities for children to consolidate and apply phonic skills taught. 1:1 and small group reading sessions are then used to reinforce these skills.

Key Stage One

Children in Key Stage One will be grouped within class according to their phonic needs. They will receive a structured daily programme lasting for approximately twenty minutes. This programme will also be reinforced within elements of the main literacy lesson.

Key Stage Two

At Key Stage two we aim to deliver phonic sessions to address the needs of these pupils. This is discussed in conjunction with the class teacher and Literacy Subject Leader.

Key Stage three

We continue to deliver discrete phonic sessions where necessary again following discussion with the English Subject Leader. The students will again be grouped according to their requirements. Students will be individually assessed and daily reading sessions undertaken.

Key Stage four

As at Key Stage four – if deemed necessary phonic sessions will continue as part of a structured reading session each day. Reading continues daily.

Key Stage five

Reading opportunities will be encouraged and phonics knowledge taught where necessary. Reading continues daily.

Planning

Currently, in order to deliver clearly structured sessions which directly link into the Letters and Sounds progression, its procedure of : revisit, teach, practice, apply is followed.

Assessment

All Teachers should ensure that they are aware of individual children's needs through formative assessment.

For EYFS, assessment formats are provided by the EYFS Leader.

Teachers at Early Years and Key Stage 1 and 2 should formally assess their children's progress at the end of each term in order to inform the new terms planning.

For all key stages the spelling of the 'tricky' and high frequency words set out in the Letters and Sounds document are tested weekly using the created word lists from this document.

For Key Stage 3 and above assessments will be carried out at the beginning of each academic year and submitted to subject leader by the end of week 2 in order to inform Phonics provision for the coming year. Students will then be assessed at the end of the academic year and results passed to subject leader for monitoring.

Assessment takes the form of a phonics check where the teacher will be able to assess the children's understanding of:

- grapheme to phoneme correspondence
- the ability to blend real and pseudo words
- evidence of the application of these skills are also noted in reading and writing.

Parental Involvement

The School welcomes parental engagement with the subject, parents and carers are encouraged to listen to children read as much as possible in the home environment. Parents can seek advice and ideas for Phonics play from class teachers at any time.

Other Information

This policy should be read in conjunction with the schools English policy and the Use of Symbols policy.

The Letters and Sounds: Principles and Practice of High Quality Phonics document is the principle document relating to the teaching of phonics at Sandgate and should be referred to at all times.

