



Eastbury Community School Primary

EYFS PHONICS POLICY



Approved By: Mrs J. Bansal (EYFS Phase Leader)

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Last Reviewed: May 2020

Next Review Due: May 2021

Eastbury Community School EYFS Phonics Policy

Aims

- To teach pupils aural discrimination, phonemic awareness and rhyme awareness in order to encourage good spelling.
- To encourage repetition and consolidation, so that spelling becomes automatic.
- To encourage pupils to segment and blend.
- To learn to read and write all 44 graphemes in the English Language.
- To teach pupils specific strategies to help them remember 'Tricky Words'.
- To ensure that the teaching of Phonics is lively, interactive and investigative.
- To encourage pupils to apply their phonics skills in all curriculum areas across Development Matters.

The Curriculum

Nursery - Pupils to access differentiated Phase 1 teaching through short guided groups daily and the learning environment provision. Weekly introduction to each of the Phase 2 phonemes from Spring Term. All Key Workers to segment and blend words regularly and to have a secure knowledge of the Letters and Sounds programme through CPD.

Reception - To teach Letters and Sounds daily for up to 20 minutes from the pupil's start date. To differentiate the groups to ensure pupils are reaching their full potential and support given is appropriate. All pupils to have completed Phase 2 and 3 by the end of the year and be ready to start Phase 4 in Year One.

Teaching and Learning Styles

Eastbury Community School uses the Letters and Sounds document. Our principal aim is to develop the pupil's phonological awareness, ability to segment and blend words and read tricky words on sight- to become fluent readers. Our teaching at all levels should include:

- Teacher exposition
- Whole class, group and individual work
- Tricky word vocabulary

Phonics Planning

Whole class teaching of phonics is planned using the format that includes the revisit/ review- teach- apply- assessment sections as recommended by the Letters and Sounds document. All Early Years and Key Stage One classes split into differentiated groups for daily phonics sessions – each teacher plans

for their own group and any teaching assistants who lead phonics groups will have plans provided for them by the class teacher.

Differentiation

We aim to encourage all pupils to reach their full potential through the provision of varied opportunities to access phonics. We recognise that our phonics planning must allow pupils to gain a progressively deeper understanding of the phonetic structure of the English language as they move through school to ensure all pupils are provided with the key tools needed to become a fluent reader. Careful thought will be given to the provision of appropriately structured work for pupils with SEND, often through intervention groups or those exceeding age related expectations through enrichment. Eastbury Community School has a variety of strategies to enable all pupils to have increased access to the curriculum through a broad –based, multi-sensory, visual, auditory and kinaesthetically planned phonics sessions.

Assessment and Reporting

Opportunities for assessment will be identified in planning. At the end of each phase in Letters and Sounds pupils will be assessed on their progress and put into groups accordingly. Pupils are assessed termly using assessment grids. The class teacher will decide which phase the pupil should start to be assessed at and if they achieve a high result on the assessment grids they will proceed to the next phase; and vice versa if they do not achieve well. The teacher will pass on the assessment grid to the next teacher for the following academic year. Staff will also hold meetings with parents and written annual reports are forwarded to parents in the summer term.