



# Oakgrove School

Together we will succeed

## Phonics Policy

### Intent:

At Oakgrove Primary School we are committed to the delivery of excellence in the teaching of Phonics. We aim to develop each child so that they acquire the skills to read with fluency as well as developing a love of reading that will stay with our children all their lives. Being able to read is the most important skills children will learn during their schooling and has far-reaching implications for lifelong confidence and well-being.

### Implementation:

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 to ensure the children have the best start possible in reading and writing. In order to read and understand texts children must learn:

- Grapheme-phoneme correspondences in a clearly defined, incremental sequence
- To apply the highly important skill of blending phonemes in the order which they occur, all through the word to read it
- To apply the skills of segmenting words into their constituent phonemes to spell
- That blending and segmenting are reversible processes

At Oakgrove we recognise the central importance of developing speaking and listening skills as a priority, ensuring a good start for reading and writing. Therefore, we focus on providing a broad and rich language experience for the children, encouraging them to talk a lot, to increase their stock of words and to improve their command of dialogue.

We strive to teach phonics in interesting and active ways that engage the child's attention, and that are relevant to their interests and build on their experiences. Regular, well-paced practical activities are planned in order to achieve this using the 'Letters and Sounds' and 'Bug Club' programmes/

Children are grouped according to ability and are taught through four 30-minute sessions weekly. These groups are flexible to enable children to move between groups when progress is made to more support is needed. In addition, the children are taught irregular words that cannot be taught in a phonetic way, and these are taught as 'tricky words'.

### Assessment:

The class teacher continually assesses the child's phonetic and spelling ability throughout the year and continually reviews the grouping of their children. Phonic trackers are completed to monitor the children's progress through the year. The children are termly assessed, and this data is used to identify children who would benefit from an intervention programme.