

# Bromley Hills Primary School

## Phonics Policy

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Review:	



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## School Vision

At Bromley Hills, we promote a positive culture of social and emotional well-being and mental health resilience for pupils, staff, and our community. We want our children to achieve their full potential; through an inspiring and engaging curriculum, embedding our pedagogy that learning is a change to long term memory, so that they are equipped with the necessary lifelong knowledge and mental health awareness to enable them to become confident and independent valued members of our local community and British society.

## School Values

Throughout our curriculum, we weave in a golden thread of core values, values which we believe are essential in preparing children for the wider world, and our young learners develop and build upon these as they go through school. Our core values are:

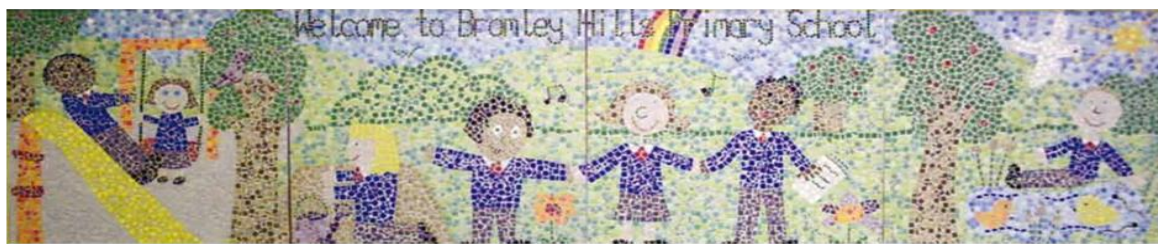
- Respect
- Honesty
- Cooperation
- Caring
- Teamwork

## School Ethos

It's 'Time to Shine' - together we will succeed and achieve.

## The UN Convention on the Rights of the Child

Article 29 - Every child has the right to an education to help them use and develop their talents and abilities.



## Statement of Intent

We believe that all pupils should leave primary school as fluent readers, who have a love of reading, and are able to comprehend a range of texts. We believe that this increases the accessibility of the wider curriculum for pupils. In order to achieve this, we use a validated phonics programme, Super Sonic Phonic Friends, to get our pupils off to the best start when they enter our school whether this is to Pre-school or in Reception.

## Implementation

At Bromley Hills Primary School we use SuperSonic Phonic Friends (SSPF) to deliver our phonics teaching. SSPF is a DfE validated systematic synthetic phonics programme.

SuperSonic Phonic Friends sessions are delivered daily to all children in Reception, Years 1 and 2. Children in pre-school have phonics teaching sprinkled throughout their day through a range of activities, focussing on developing their phonemic knowledge – sound discrimination, rhyming and oral segmenting and blending. This will ensure they have the 'firm foundations' necessary to move to more formal phonics teaching in Reception. The sequence of the programme is as follows:

### Pre-School:

- Firm Foundations – general sound discrimination and phonological awareness.

### Reception:

- The Basics 2 – children are taught at least the spelling for 18 of the 44 sounds in the English language. By the end of this phase children will be able to hear up to 3 sounds and read and write CVC words. They will also learn tricky words.
- The Basics 3 – children will be taught the remaining 26 of the 44 sounds in English. They will build their auditory memory and begin to explore alternative spellings for sounds. By the end of this phase, children will be able to read and write simple and complex CVC words. They will also learn tricky words.





## Year 1:

- Adjacent consonants - children will be taught to hear more than 3 sounds in a word. By the end of this phase, children will be able to recognize, read and write CVC, CVCC, CCVC, CCVCC and CCCVC words. They will also learn tricky words.
- The Higher Levels – 'Choose to Use' and 'Switch it' – children will learn that some spellings for the 44 sounds they have learnt 'look the same but sound different' (Choose to Use) or 'sound the same but look different' (Switch it). By the end of this phase children will be able to spell words using the 44 sounds and be able to switch spellings and sounds for alternative pronunciations. They will also learn tricky words.

## Year 2

- Spelling Rules and Appendices

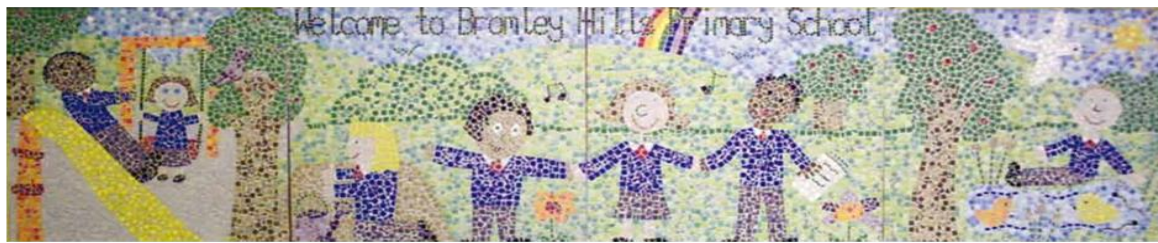
Spelling Rules will teach children very specific spelling rules, adding prefixes and suffixes, adding endings to words such as plurals, ing, ed, er and est. They will also learn about the rarer 'choose to use' spellings. They will also learn tricky words.

SSPF has designed sessions that follow a consistent script and structure. Each session is taught for around half an hour. Within that session, teachers follow the teaching sequence as set out in the programme.

There are daily sessions to be delivered over a week. Teachers will use their professional judgement to ascertain the speed of delivery and may choose to revisit a new piece of learning to ensure pupils are secure in their knowledge. Teachers and Teaching Assistants have been trained in how to deliver these sessions and ensure the fidelity of SSPF.

Pupils are taught by teachers and teaching assistants in groups. This allows teaching to be targeted towards the needs of the children within those groups.

Pupils may be taken to a room that is not their usual classroom for their phonics session and may be taught by an adult that is not their class teacher.



## Impact

Impact is measured through progress through the basics towards the KS1 phonics screening test. It is also measured in their application of phonic knowledge and skills to ensure children become fluent, expressive readers.

## Assessment

Assessment is ongoing. All staff delivering phonics will note children in their group who are at risk of not 'keeping up' and these children will be offered short burst 'keep up' sessions when necessary. More formative assessment is undertaken half termly in order to inform groupings and to ensure any gaps in knowledge are addressed quickly.

When appropriate, pupils will begin to record their written work in a 'phonics jotter'. The phonics jotter will provide a record of the progression pupils make in this element of phonics as well as contributing to the summative assessment teaching staff will make of pupils learning during a session. There is no expectation that staff will mark this work.

Whilst correct letter formation is to be encouraged, during a phonics session, the application of the phonics learning must remain paramount and not to be diluted by a handwriting lesson.

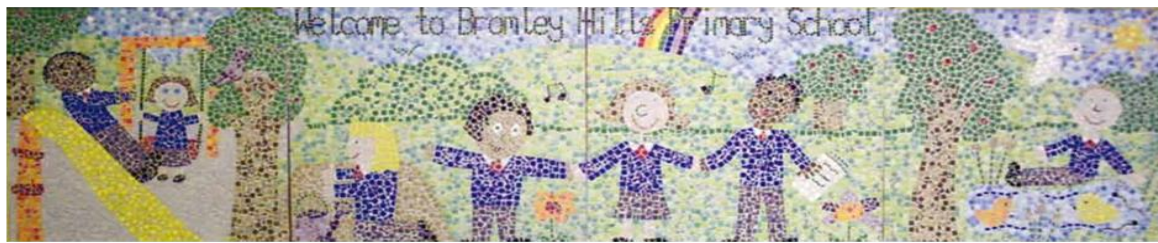
## Legal Framework

This policy has due regard to statutory guidance including, but not limited to, the following:

- DfE (2021) 'National curriculum in England: English programmes of study'
- DfE (2024) 'Early years foundation stage statutory framework: For group and school-based providers'

This policy operates in conjunction with the following school policies:

- Primary Curriculum Policy
- Equality Information and Objectives Policy



- Pupil Equality, Equity, Diversity and Inclusion Policy
- Staff Equality, Equity, Diversity and inclusion Policy
- Primary Assessment Policy

## Roles and Responsibilities

The **governing board** is responsible for:

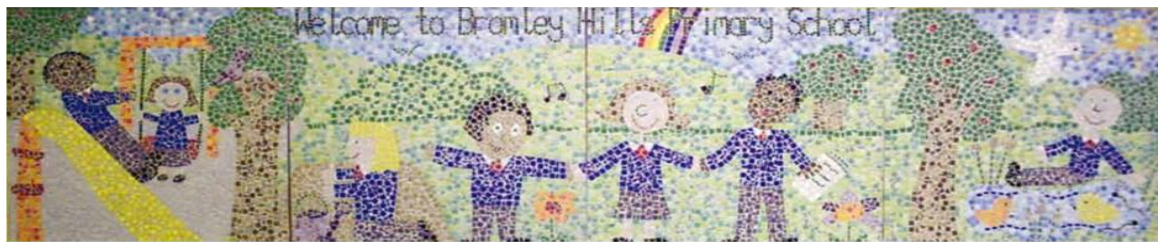
- Approving this policy.
- Liaising with the headteacher, subject leader and teachers with regards to pupil progress and attainment.
- Ensuring the phonics teaching and learning is inclusive and accessible to all.

The **headteacher** is responsible for:

- Communicating the agreed SSP to the governing board on an annual basis.
- Ensuring phonics teaching and learning is inclusive and accessible to all.
- Ensuring phonics teaching is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible.
- Receiving reports on the progress and attainment of pupils and reporting these results to the governing board.
- Making any necessary adjustments to the curriculum where required.
- Keeping up to date with any relevant statutory updates and taking action where required.
- Ensuring phonics teaching is in accordance with this policy.
- Updating and maintaining this policy.

The **subject leader** is responsible for:

- Preparing policy documents.

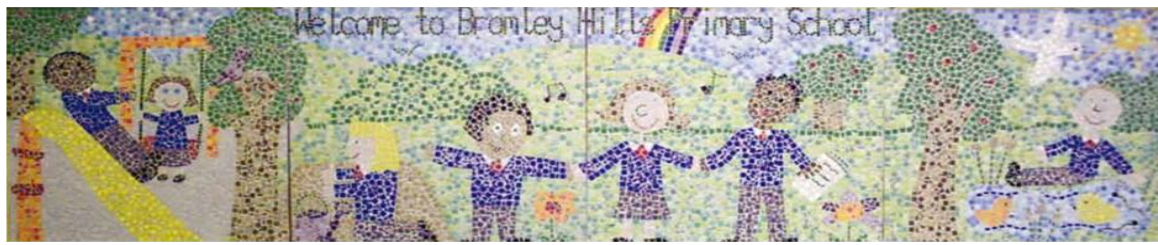


- Reviewing changes to the EYFS and National Curriculum and advising teachers on their implementation.
- Monitoring the learning and teaching of phonics, providing support for staff where necessary.
- Ensuring the continuity and progression across year groups and from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop colleagues' expertise in the subject.
- Monitoring all learning environments where phonics is taught to ensure pupils have access to appropriate and correct materials.
- Liaising with teachers across all phases.
- Communicating developments in the subject to all teaching staff and the SLT, as appropriate.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing, and monitoring CPD opportunities in the subject.
- Ensuring common standards are met for recording and assessing pupil performance.
- Advising on the contribution of phonics to other curriculum areas, including cross-curricular and extracurricular activities.
- Collating assessment data and setting new priorities for the development of phonics in subsequent years.

### Cross-curricular links

At Bromley Hills Primary School, all staff recognise the importance of pupils securing their phonic knowledge from the earliest stages of their education in order for them to be able to access all other areas of the curriculum. The ability to read with increasing fluency





allows our pupils to access to a wide range of reading materials, in both printed and digital form to support and enhance their learning.

### Equal Opportunities

In accordance with the school's Equality Information and Objectives Policy, all pupils will have equal access to phonics teaching.

Gender, learning ability, physical ability, ethnicity, linguistic ability and/or cultural circumstances will not impede pupils from accessing phonics lessons. Where it is inappropriate for a pupil to participate in a lesson because of reasons related to any of the factors outlined above, the lessons will be adapted to meet the pupil's needs and alternative arrangements involving extra support will be provided where necessary.

All efforts will be made to ensure that cultural and gender differences will be positively reflected in all lessons and teaching materials used. The school aims to enable pupils to practise and consolidate their phonic knowledge throughout all areas of the curriculum in both reading and writing.

### Monitoring and Review

This policy will be reviewed on an annual basis by the subject leader.

The subject leader will monitor teaching and learning in the subject at Bromley Hills Primary School, ensuring that the content of the EYFS Statutory Framework and National Curriculum is covered across all phases of pupils' education.

A named member of the governing body is briefed to oversee the teaching of phonics, and meets regularly with the subject leader to review progress.

Any changes made to this policy will be communicated to all teaching staff.