



North Ridge High School

Phonics Policy



Curriculum Policy for Phonics 2022

Equality Statement

Equalities Act 2010

The Equality Act 2010 has been drawn up to tackle inequality and prevent discrimination against people on the basis of 'protected characteristics'. It brings together several existing laws and aims to make understanding the law simpler. It also introduces a new single public sector equality duty, which requires public bodies to actively advance equality. All policies at North Ridge take account of this Act.

UNICEF Rights of The Child

Article 29:

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

INTENT

Purpose/Rationale

English has a pre-eminent place in education and in society. A high-quality education in English will teach students to speak and write to the best of their ability, so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, students have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Reading also enables students both to acquire knowledge and to build on what they already know. Reading is an essential part of preparing our students for adult life. It must always be remembered that phonics is the step up to word recognition. Automatic reading of all words - decodable and tricky - is the ultimate goal. We have found that where students improve their understanding of phonics they improve their confidence in reading.

Overview

Every student has the statutory right to access literacy teaching until the age of 16. At North Ridge, we expand this into our KS5, until the age of 19.

Students are taught to develop and employ phonics skills, which they are then expected to apply across the curriculum. All teachers are responsible for the teaching of phonics as well as literacy.

For students who are at the stage of accessing phonics they should make good or expected progress through high quality planning, teaching and learning, using the letters and sound programme of phonics and from September 2022 using the 'No Nonsense Phonics Skills' programme.

Aims

Our overarching aim is for all students to be able to become successful readers. Student needs should be met through dynamic, well planned phonics lessons.

We aim to provide students with usable and practical literacy skills that will enable them to function to the best of their ability at school, at home, in leisure activities and at work.

We aim to foster an enjoyment of communicating, reading, writing, speaking and listening. Underpinning this is the development of an understanding of phonics.

As far as possible students should be able to:

- Recognise, say and write all grapheme-phoneme correspondences within phase 2-5 of 'Letters and Sounds' or, from September 2022, each of the nine books of the No Nonsense Phonics Skills programme.
- Apply and understand spelling patterns, e.g. suffixes, prefixes.
- Use their phonic knowledge to blend and segment phonetically decodable words.
- Use their phonic knowledge to read complex words and to recognise from sight 'Tricky Words' (High Frequency Words).
- Read with fluency for both pleasure and to retrieve information.
- Write clearly, accurately and coherently using phonic knowledge.

Targeted literacy interventions will be used to ensure students achieve to their full potential, e.g. inference, phonics and comprehension interventions.

IMPLEMENTATION

Teaching & learning

At North Ridge we are currently following Letters and Sounds: Principles and Practice of High Quality Phonics Six Phase Teaching Programme. It outlines expected progression at each phase and staff are trained to use this programme and adapt it to support each student through the phases, often starting with letter recognition and GPC with the initial of the student's name as this is a letter and sound that they are familiar with.

From September 2022, we will follow the No Nonsense Phonics Skills validated systematic synthetic phonics scheme along with the closely related Phonics International decodable books that are written by the same person: Debbie Hepplewhite. The programme follows a step-by-step method for teaching reading, handwriting and spelling, providing "systematic and rigorous phonics teaching and student practice from code to word to text level" in nine Phonics Skills and Language Comprehension books.

The majority of students following the Experiential Curriculum should be exploring sounds and language on a daily basis as part of the thematic curriculum. For our structured and sensory learners, language skills should be embedded as part of workstation activities. Staff should be introducing the sounds and graphemes encountered in Phase 2 of Letters and Sounds and Book 1 of Non Nonsense Phonics Skills. As well as using sensory stories, they should also incorporate picture books. This will enable students to develop concepts about print, comprehension skills and speaking and listening skills, preparing them to begin to understand grapheme-phoneme correspondence. As students develop their phonics skills they will begin to progress through the phases of Letters and Sounds and, from September 2022, through the nine books of the Non Nonsense Phonics Skills programme.

Key Stage 3

English lessons include discrete weekly sessions of phonics / SPAG (spelling, punctuation and grammar).

Key Stage 4

Discrete and/or inclusive teaching of phonics, spelling, punctuation and grammar should form a core part of English lessons where appropriate.

KS5

Discrete and/or inclusive teaching of phonics, spelling, punctuation and grammar should form a core part of English lessons where appropriate. Phonics skills are also taught and embedded through work-related learning opportunities in the school café, community café, community shop and hospital placements.

Where appropriate students will use AAC (Alternative and Augmentative Communication) to develop their literacy and communication skills. These will be embedded throughout the school day as well as used effectively within literacy lessons.

Staff are trained in the correct terminology and use the correct terms as they teach phonics to across the school.

Planning

Phonics planning will be in line with the school planning policy. From September 2022 Teachers will follow the Non Nonsense Phonics Skills programme, adapting the planning and delivery of the programme to meet the needs of the students at North Ridge. Lessons will cover topics set out in long term plans and teachers will follow the guidance provided in Rubrics.

Lessons will include a breadth of reading, writing and speaking and listening / communication activities.

Planning will have clear learning objectives, success criteria and be suitably differentiated.

ICT will be used for cross-curricular opportunities linked to reading, writing, speaking and listening.

Currently students are baselined for phonics using the North Ridge Phonics assessment.

When the stage a student is working at is established, 'Letters and Sounds' is used to inform planning:

<R:\English\Phonics\North Ridge Phonics Assessment.docx>

From September 2022 students will be baselined for phonics using the 'No Nonsense Phonics Skills' Entry Point Assessment. When the stage a student is working at is established, 'No Nonsense Phonics Skills' will be used to inform planning.

<R:\English\Phonics\No Nonsense Phonics>

IMPACT

Knowledge, Skills and Understanding

- Students will be able to use and apply the following in order to access a whole range of texts
- Students will be able to recognise, say and write all phonemes within each phase 2-5 of Letters and Sounds and, from September 2022, each book of the Non Nonsense Phonics Skills programme.
- Students will apply and understand spelling patterns, e.g. suffixes, prefixes,
- Students will use their phonic knowledge to blend and segment phonetically decodable words.

- Students will be able to use their phonic knowledge to read complex words and to recognise from sight 'Tricky Words' (High Frequency Words).
- Students will be able to read with fluency for both pleasure and to retrieve information.
- Students will be able to write clearly, accurately and coherently using phonic knowledge.

Assessment, Recording and Reporting

KS3:

- Work files / work books
- Records of Achievement
- B-Squared assessment tool
- North Ridge Phonics assessment
- No Nonsense Phonics Skills Entry Point Assessment
- Running Records (reading assessment)

KS4:

- Work files
- Accreditation (AQA Entry level / Level 1 certificates)
- ASDAN Transition Challenge / Bronze
- B-Squared assessment
- North Ridge Phonics assessment
- No Nonsense Phonics Skills Entry Point Assessment
- Running Records Assessment

KS5 / ASD / Experiential:

- Work files
- Learning logs
- Classroom monitor assessment tool
- B-Squared assessment
- ASDAN Personal Progress (PP)
- ASDAN Transition Challenge / Bronze
- North Ridge Phonics assessment
- No Nonsense Phonics Skills Entry Point Assessment
- Running Records Assessment

Staff Development

All staff receive regular high-quality training in phonics, which is developed throughout the year.

New staff receive training on phonics and strategies such as colourful semantics and narrative therapy, which support the teaching and learning of literacy.

Peer mentoring and observations are well used to support the development of staff skills in teaching phonics.

There are regular external CPD opportunities for staff to develop their skills in teaching phonics, which are then used to support other staff around school.

Resources

All planning and lesson resources are available on the staff shared area.

In 'Resources - English' there are a wide range of activities to support the teaching and learning of phonics. This includes: phonics resources, guided reading book resources, colourful semantics symbols and boards, narrative therapy symbols and boards, as well as topic resources.

The library has a wide range of texts, including a selection of sensory stories and banded books to engage readers of all abilities.

There are two teaching assistants responsible for maintaining and developing library resources and one teaching assistant for English resources.

Monitoring and evaluation

The Head teacher, Deputy Head Teachers, Assistant Heads, the English Co-ordinator, Assessment Co-ordinator and teachers, monitor English, having identified priorities, the SMT and English Co-ordinator construct an action plan that may form part of the School Development Plan. This forms the basis for any monitoring activities and will clearly identify when, who and what is to be monitored and how this will take place e.g. classroom observation, planning scrutiny, work sampling etc.

Review

Date approved by Governors: 12.7.22

Date of review: July 2024