

HALESBURY SCHOOL



PHONICS POLICY

Policy for the attention of			
Audience	Key Audience	Optional Audience	Additional/Notes
Senior Leadership Team			
Teachers			
Teaching Assistants			
Administrative Staff			
Curriculum support			
Lunchtime Supervisors			
Site Manager			
Cleaners			
Governors			
Parents			
Website			
Local Authority			

Responsibility of	
Review frequency	
This version agreed	September 2019
Next review date	September 2020



HALESBURY SCHOOL POLICY FOR PHONICS

Aims:

- To accelerate progress and close the gap by giving pupils the skills necessary to become successful readers and develop comprehension skills that are transferrable across the curriculum.
- To promote reading as an enjoyable and valuable experience.
- To be confident readers and use phonics as the primary approach when reading and writing.
- To develop the necessary decoding skills to become successful spellers and confident writers.

Organisation:

- Halesbury uses the “Letters and Sounds” approach.
- Sessions are taught in 20 minute daily discrete sessions.
- A multi-sensory approach is used.
- Pupils in Key Stages One, Two and Three are taught.
- Support following the Letters and Sounds principles is provided for pupils in Key Stage Four.
- Pupils are grouped to their phonic phase ability.
- Pupils are taught in small groups.
- Sessions have pace and rigour to provide pupils with challenge.
- Workshops are planned to support parents
- Opportunities will be provided for pupils to transfer and embed these skills.

Assessment and progress

- Assessment informs pupil progress
- Data is collated and analysed
- Assessment informs next steps.
- Trajectories and half termly progress meetings monitor pupil progress.

September 2012