

Larkspur Primary School



Phonics Policy

November 2023
Review November 2025

Phonics Policy for Larkspur Primary School

Introduction

At Larkspur, we are committed to providing all our students with a strong foundation in phonics, enabling them to become confident and fluent readers. This policy outlines our approach to teaching phonics, in line with the 2014 National Curriculum in England.

Aims and Objectives

Our aims and objectives for phonics teaching at Larkspur are as follows:

1. To ensure that all children become confident and enthusiastic readers.
2. To develop children's ability to decode words accurately and independently.
3. To foster a love for reading and promote a lifelong reading habit.
4. To encourage children to use phonic skills effectively in their writing.
5. To provide interventions and support for children who require additional help with phonics.
6. To regularly assess and track children's progress in phonics.

Overview of the National Curriculum Expectations

The most recent framework from the DFE emphasizes the importance of phonic knowledge and its role in developing reading fluency. Key expectations include:

1. Teaching systematic synthetic phonics as the primary approach to decoding and reading unfamiliar words.
2. Ensuring a strong focus on developing children's ability to blend phonemes together for reading and segment words into phonemes for spelling.
3. Providing regular, high-quality phonics sessions for all children in the Early Years Foundation Stage (EYFS) and Key Stage 1 (KS1) and into KS2 as required.
4. Identifying children who require additional support and providing targeted interventions.

Phonics Teaching and Learning

Phonics Sessions

At Larkspur, we deliver daily phonics sessions following the Floppy's Phonics Programme. These sessions are structured, interactive, and include the following key elements:

1. Reviewing and revising previously taught phonemes and helpful words (words that cannot be easily sounded out).

2. Introducing new phonemes and their corresponding graphemes using a multisensory approach.
3. Practicing blending and segmenting skills through a range of activities.
4. Encouraging active participation and regular opportunities for children to orally sound out and blend words.
5. Applying phonics knowledge in reading and writing words, sentences, and cumulative texts.

Phonics Resources

We provide a range of resources to support phonics teaching and learning, including:

1. Phoneme Flashcards, Phoneme Mats, Alphabetic Code Charts and Say the Sounds sheets which consistently match the Floppy's Phonics Programme.
2. Decodable books and texts that are closely matched to children's phonics knowledge.
3. Interactive whiteboards and software for engaging whole-class phonics activities.
4. Floppy's Phonics activity sheets for independent practice at home and at school.
5. Floppy's Phonics flashcards, sound books and activity sheets, as well as manipulatives such as magnetic letters, for small-group and individual work.

Differentiation and Support

To ensure that all children make progress in phonics, we implement the following strategies:

1. Providing 'little and often' sessions for any children who have identified gaps in their phoneme-grapheme correspondences.
2. Providing additional support and interventions for children who require catch-up phonics sessions.
3. Extending more advanced learners through challenging opportunities and extension activities.

Assessment and Tracking

We use a range of assessment methods to evaluate children's progress in phonics, including:

1. Ongoing formative assessment during phonics sessions.
2. Regular phonics screening checks in Year 1.
3. Termly tracking of phonic skills development.

Staff Training and Development

At Larkspur, we recognize the importance of continuous professional development for staff to ensure the delivery of outstanding phonics teaching. We provide regular training opportunities, including:

1. In-house phonics training sessions to enhance teachers' subject knowledge.
2. Sharing of best practices among staff.
3. Regular monitoring and feedback from subject coordinator and senior leadership to support improvement.

Parental Involvement

We actively involve parents in supporting their child's phonics development through:

1. Regular communication on phonics teaching methods and strategies.
2. Providing guidance and resources for parents to practice phonics skills at home.
3. Inviting parents to attend workshops and phonics information sessions.
4. Weekly Floppy's Phonics practice sheets sent home as homework.
5. Login's to Floppy's Phonics online learning platform provided for every child.

Review and Evaluation

This phonics policy will be reviewed on an annual basis by the phonics subject coordinator and senior leadership team to ensure it remains in line with curriculum expectations and the evolving needs of our learners.

Signed: L Graham

Date: 15.11.23