



Phonics Policy

Inspire - Impact - Independence

OAKWOOD ACADEMY MISSION STATEMENT

"Promoting learning excellence - Inclusion beyond the barriers".

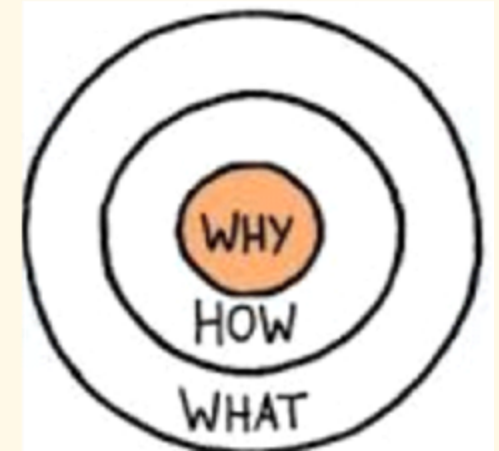
Moral Purpose

"We are united in the belief that together we can inspire all learners to dream, persevere and achieve so that we can change lives for the better, now and for future generations to come"

Policy developed by:	A Ellis
Policy last reviewed:	Summer 2023
Policy to be reviewed:	Summer 2024
Summary of changes	Changes to delivery organisation for the academic year 2023 / 2024. Changes to working with home.

Aims of Teaching and Learning at Oakwood; Inspire - Impact - Independence

The aim of Teaching and Learning at Oakwood is to provide high quality education which **inspires**, has a positive **impact** on all young people and results in fostering **independence**, preparing them for the future.



Policy Development (How)

The policy has been developed through:

- Review of phonics action plan
- Staff CPD monitor
- Lesson visits
- Phonics jotter monitoring

Subject information

PHONICS

Aims of this policy

- To introduce the **vision** of the Phonics department.
- To provide a **rationale** for the curriculum intent, design and coverage.
- To explain the effective Teaching and Learning **strategies** involved in Phonics

Our vision for Phonics

OAKWOOD ACADEMY

“*As a school, we teach synthetic phonics as the most important approach to the teaching of reading. We endeavour that our pupils will work toward closing the gap between their reading age and chronological age. We want all pupils to continue their journey to read with confidence, develop a love of reading and apply their skills competently across the curriculum.*”

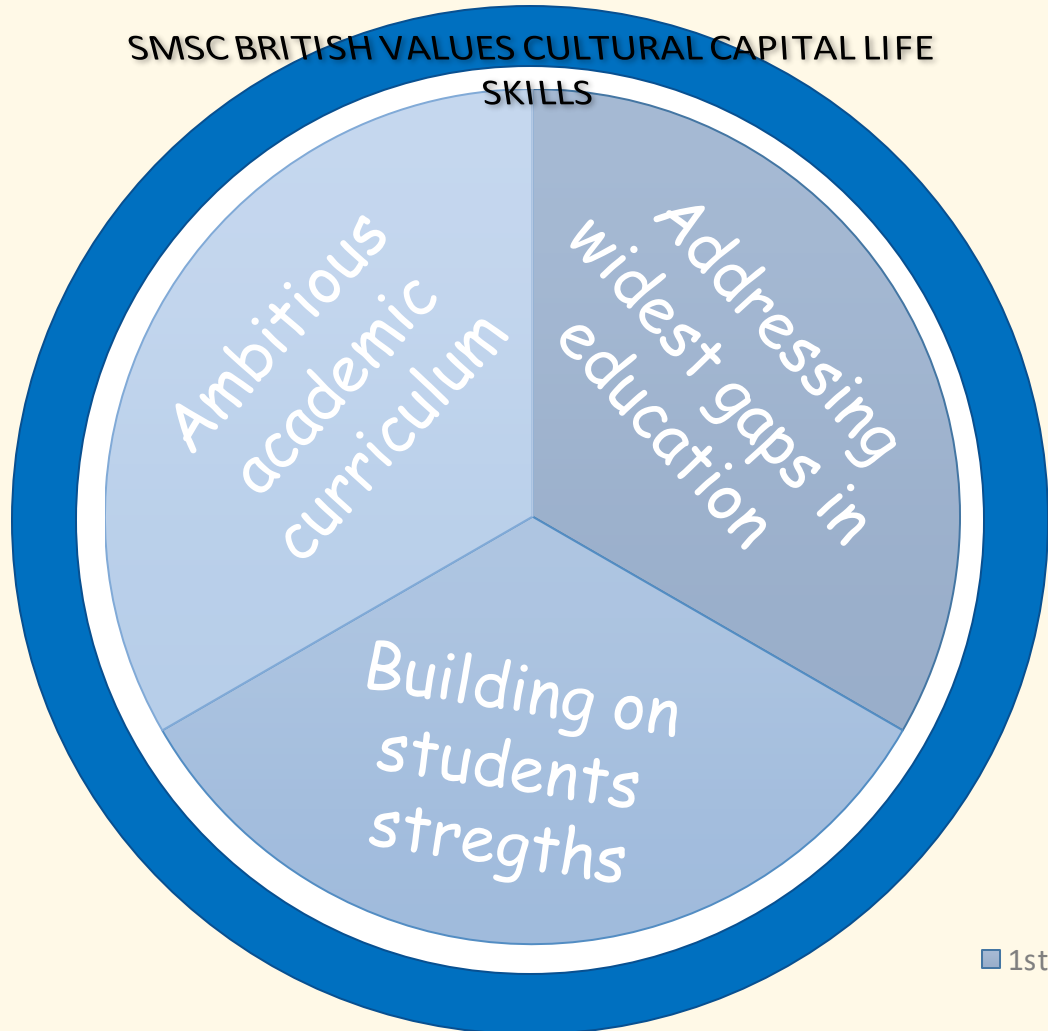
To support pupils to become **active** readers.

To foster practical and functional **skills for life.**

To foster in pupils the **confidence, desire and ability** to read for pleasure

To provide our students with the best opportunity for accessing all areas of curriculum content through accessed through reading.

Main aims of the Oakwood curriculum



To provide an **ambitious academic curriculum** so that students can access a wide range of qualifications that can support and impact on their further education and their employability.

To address pupils' widest gaps in education by developing basic skills in **literacy and numeracy** across the curriculum in order to prepare our students for the opportunities, responsibilities and experiences of later life.

To ensure that we have a **broad and balanced offer** for our students to build upon students' strengths and interests to inspire them to hold high aspirations for their future

To develop our students **cultural capital**, for us this is providing students with the opportunities to experience people, places and things that contribute towards the essential knowledge that pupils need in order to be educated citizens. To promote pupils' physical health and personal development which includes the spiritual, moral, cultural, mental development of pupils at the school in order to **prepare our students for the opportunities, responsibilities and experiences of later life**

The guiding principles of our curriculum through English

Inclusion

- We have selected a program that is suitable for the needs of our students after careful consideration of all of the resources in the program and their suitability to our students.
- All students who are assessed as having gaps in their phonetical knowledge are included on the phonics program.
- Our pedagogical approaches are selected based upon their inclusive nature.
- Our teaching process is designed to gradually build up pupil knowledge and confidence.

Research informed

- Our curriculum is evidence informed through rigorous application of the best practice and the science of learning. The pedagogical principles applied are grounded in research. We have used DfE approaches for the teaching of reading as an example.
- We have selected a DfE approved phonics scheme.

Appropriate

- We have designed pathways to allow us to ensure that phonics is taught to the students that need it.
- We have worked with the RWI consultant to teach the content in a way which is appropriate to the age of the students in our school.
- We have chosen to introduce the sounds at a slower rate as we know that our students need repetition and over learning.
- We have chosen to include many opportunities for rehearsal and retrieval practise to try and make their knowledge stick.
- As pupils in our school may access phonics across all phases of their education, we have looked for ways to keep lessons engaging and interesting for our students.
- Teachers have flexibility to choose the pathway best suited to their learners based on the evidence they have collected.

Curriculum intent

- As a school, we teach synthetic phonics as the most important, approach to the teaching of reading. We endeavour that our pupils will work toward closing the gap between their reading age and chronological age. We want all pupils to continue their journey to read with confidence, develop a love of reading and apply their skills competently across the curriculum
- As a SEND school the starting points for our students is varied even within classes. As such we cannot define simply, the educational outcomes of all our students by cohort. This has to be individualised based on their starting points. We use historic data from our school and others in order to make predictions about progress for each student.
- **We aim to ensure that all pupils:**
 - Decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills
 - Read common exception words on sight
 - Understand what they read
 - Read aloud with fluency and expression
 - Spell quickly and easily by segmenting the sounds in words

Delivery Organization

The delivery of phonics is reviewed yearly to ensure that what we deliver and when is of the utmost suitability to our current context. The model for the delivery of phonics for the academic year 2023/2024 can be seen below:

Groups	Delivery
Willows 1 & Willows 2	<p>Combined class to allow for the streaming of groups. Delivery 5 times per week. Traditional RWI program. Follow up and application in curriculum English lessons.</p>
Maple 7 & Maple 8	<p>Combined class to allow for the streaming of groups. Delivery 4 times per week. Traditional RWI program. Follow up and application in curriculum English lessons.</p>
Pine 7 & Pine 8	<p>Combined class to allow for the streaming of groups. Delivery 4 times per week. Traditional RWI program. Follow up and application in curriculum English lessons.</p>
Pine 9 & maple 9	<p>Combined class to allow for the streaming of groups. Delivery 4 times per week. Traditional RWI program. Follow up and application in curriculum English lessons.</p>
Maple 10 & 11 Maple	<p>Combined class to allow for the streaming of groups. Delivery 4 times per week. Traditional RWI program. Follow up and application in curriculum English lessons.</p>
Fir and Sycamore pupils, 10 Pine pupils & 11 Pine pupils needed further consolidation.	<p>Withdrawn in groups Traditional RWI program or Fresh start materials</p>

Implementation

- Pupils are taught to work effectively with a partner to explain and consolidate what they are learning. This provides the teacher with opportunities to assess learning and to pick up on difficulties, such as pupils' poor articulation, or problems with blending or alphabetic code knowledge.
- We group pupils homogeneously, according to their progress in reading, discounting chronological age.
- Teachers and TAs work with each group on a cycle so all pupils get access to teacher time.
- We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and the common exception words. This is so that, early on, they experience success and gain confidence that they are readers. Re-reading and discussing these books with the teacher supports their increasingly fluent decoding.
- Alongside this, through the curriculum and reading for pleasure, teachers regularly read a wide range of stories, poetry and non-fiction to pupils.

Implementation

- The RWI approach is taught considering the 5 Ps:
- **Praise** - Children learn quickly in a positive climate.
- **Pace** - A good pace is the key to each session to ensure all children are engaged and on task.
- **Purpose** - Every part of the lesson has a specific purpose.
- **Passion** - This is a very prescriptive programme. It is the energy, enthusiasm and passion that teachers put into the lesson that bring the teaching and learning to life!
- **Participation** - A strong feature of RWI lessons is partner work and the partners 'teaching' each other.

Implementation - Teaching structure

Appendix 1 provides the teaching structure for phonics according to pupil groups. [Click here](#)



CPD

Staff CPD

All staff CPD is logged and tracked to make sure that staff have the appropriate subject knowledge to deliver / support / promote the use of phonics in their lesson.

Groups	Delivery
Phonics leads	Full day RWI training RWI consultant days and action planning Cross school quality assurance with other phonics leads in the trust Refresher session ½ termly 1 hour meeting Sharing of targeted RWI training videos Session drop in and feedback Fortnightly catch up with SLT
Staff delivering Phonics	Full day RWI training Refresher session ½ termly 1 hour meeting Sharing of targeted RWI training videos Session drop in and feedback Optional word phoneme segmentation practice weekly
Staff supporting phonics deliver	Full day RWI training Refresher session ½ termly 1 hour meeting Sessions drop in - targeted feedback as required Optional word phoneme segmentation practice weekly
TAs & 1:1s - not directly involved in phonics delivery	Refresher session ½ termly 1 hour meeting Optional word phoneme segmentation practice weekly
Subject teachers - not directly involved in phonics delivery	2 hours session based upon supporting students to apply their phonics in lessons across the curriculum termly 1 hour meeting Optional word phoneme segmentation practice weekly Optional support with teaching rehearsal of key vocabulary on the vocabulary board

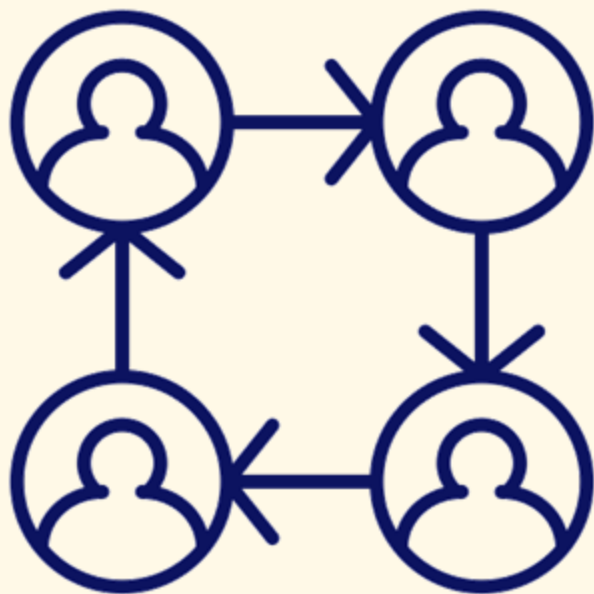


Assessment

Assessment

Assessment type	When	How	How is this captured
Summative Assessment	During daily sessions	<p>Monitoring of group responses - noticing lack of response, delayed response, copied response from students.</p> <p>Individual targeted questioning During paired reading</p> <p>Answers to questions linked to book</p> <p>During writing and tick and fix</p> <p>Hold a sentences responses</p> <p>Recall game responses</p>	<p>On phonics assessment tracker</p> <p>* Between assessments provide feedback to phonics lead in case of concern about pupils group placement.</p>
Formative assessment	Formal assessments completed 4 times per year.	Formal assessment recording sheet	SIMS

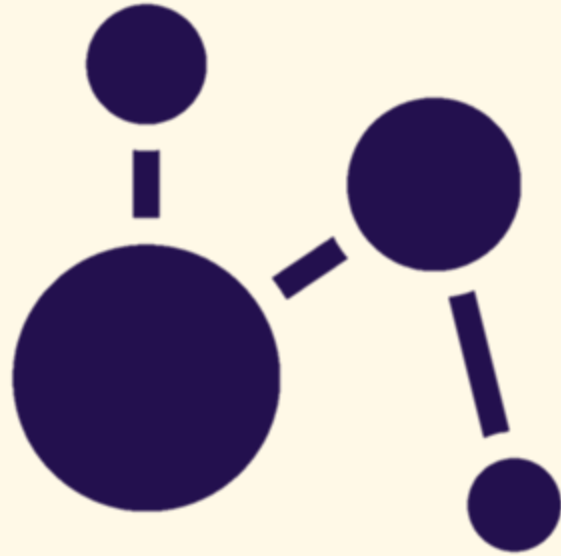
Phonics tracker example



Working with home

Working with home

Activity	When
Formal	Read, Write, Inc information sharing afternoon Read, Write, Inc information booklets shared (Appendix) Read, Write, Inc parents videos shared (Appendix) Parents Evening feedback
Informal	Coffee mornings Open book evenings Target sounds and target words shared though phonics log (Appendix)

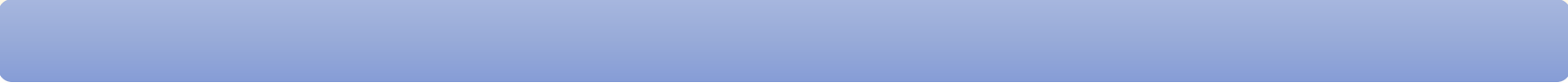


Phonics across the
curriculum

Phonics across the curriculum

Design

- All staff at Oakwood Academy have received phonics training so they are able to support students applying their phonics across all areas of the curriculum.
- Phonics mats can be found in every classroom in the school. These are to be used when any child accessing phonics delivery is writing independently across the curriculum.
- Discrete vocabulary teaching across the curriculum including phonics category on the vocabulary board

- 
- **Extremism and radicalisation** - All phonics teachers are familiar with the indicators of vulnerability to extremism and radicalisation and the procedures for dealing with concerns. When delivering lessons in English we look out for indicators and report any concerns. We work to prevent pupils from developing extreme and radical views by embedding SMSC principles throughout the English curriculum.
 - **Promoting values** - During lessons in phonics we strive to create a learning environment which promotes respect, diversity and self-awareness and equips all of our pupils with the knowledge, skills, attitudes and values they will need to succeed in their future lives

Appendix

Design

- Teaching structure - [click here](#)
- Parents links
- What is phonics introductory video
- Understanding phonics video
- 10 things to think about when you read with your child video
- Why read to your child video
- How to say the sounds video
- Sound blending video
- The frieze video Reading the diagraphs with your child video
- Parent Booklet 1 - [click here](#)
- Parent Booklet 2 - [click here](#)
- Phonics log - [click here](#)