



**RAFFLES**  
INTERNATIONAL  
SCHOOL

Towards Excellence

## Policy for Phonics

**Adopted:** August 2014

**Revised/Amended:** August 2015, August 2016, August 2017

**Next review:** August 2018

<b>CEO/Board</b>		 <b>Principal</b>
 <b>Head of Primary School</b>	 <b>Head of Secondary School</b>	<b>Other relevant staff</b>

### Distribution List:

- CEO/ Board
- Principal
- Section Heads
- Academic Staff
- Parents



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## Policy for Phonics

### School Vision, Mission and Core Values

#### Our Vision

Providing world-class education

#### Our Mission

To empower students with a holistic, rigorous and international education for success in an ever changing world

#### Core Values

Achievement | Collaboration | Innovation | Integrity | Respect | Responsibility

At RIS we strive to ensure all children become fluent readers by the end of Key stage One/ Grade 1. If there are any EAL students support is provided throughout the EAL department throughout the Primary school/Secondary years.

#### Our Mission:

- An excellent education for all our pupils in partnership with parents and the community.
- A stimulating atmosphere in which each child is valued for their own unique contribution and can achieve his/her potential.
- A caring, friendly and well-disciplined environment where children can develop respect for themselves and others.
- Happy healthy, purposeful and independent children who enjoy and achieve with excellence.

#### Rationale:

To provide 'high-quality phonic work' systematically and discretely as the prime approach in the teaching of early reading. The policy provides clear recommendations of what constitutes 'high-quality phonics work.'

#### Our Aims:

- Establish consistent high quality practice, progression and continuity in the teaching and learning of phonics and spelling through school.
- Differentiate phonics and spelling work according to the needs of the children, so that all children are given sufficient challenge at a level at which they can experience success.
- Give the children word work strategies that will enable them to become fluent readers and confident writers.



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There are two dimensions to reading:

## 1. Word Recognition

High-quality phonic teaching secures the crucial skills of word recognition that, once mastered, enable children to read fluently and automatically. Once children are fluent readers, they are able to concentrate on the meaning of the text.

## 2. Language Comprehension

Children need to acquire secure and automatic decoding skills and progress from 'learning to read' to 'reading to learn' for purpose and pleasure. The ultimate goal of learning to read is comprehension.

### Guidelines:

#### **Beginner readers should be taught:**

- grapheme-phoneme correspondence in a clearly defined, incremental sequence
- to apply the highly important skill of blending phonemes in the order in which they occur, all through a word to read it
- to apply the skills of segmenting words into their constituent phonemes to spell
- that blending and segmenting are reversible processes.

### High Quality Phonics:

High quality phonics is most effective when:

- It is part of broad and rich curriculum that engages children in a range of activities and experiences to develop their speaking and listening skills and phonological awareness.
- It is multi-sensory, encompassing simultaneous visual, auditory and kinesthetic activities to engage core learning.
- It is systematic and follows a carefully planned programme which reinforces and builds on previous learning to secure children's progress.
- Children are taught in sets according to their ability and phase discretely for twenty minutes daily and at a minimum of three times a week at a brisk pace. There are opportunities to reinforce and apply acquired phonic knowledge and skills across the curriculum.
- Children's progress in developing and applying their phonic knowledge is carefully assessed and monitored.

### Teaching and Learning:

At Raffles International School we will follow the **Letters and Sounds** principles and practice of high quality phonics. The six phases of the Letters and Sounds document provides a structure for the teachers to follow and plan children's progression. The teachers carefully adapt their planning to meet the needs of the children within their class. The teacher's individual assessment of individual children



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will inform the rate at which the children are able to progress through the phases and adapt their pace accordingly.

### **Progression:**

It is expected that Nursery will introduce **Phase 1** phonics through small focused groups and activities. When appropriate, the practitioners will then introduce the initial sounds from **Phase 2**.

### **Foundation Stage:**

KG1 will introduce and complete **Phase 2** and **Phase 3** phonics. The phonic sessions will last 20 minutes and there are also enhanced phonic activities within the indoor and outdoor environment available for the children to explore independently throughout the day.

### **Foundation Stage:**

From September 2015, high quality phonics will be delivered to the whole class, each day for 20 minutes. The teacher will cater for the needs of every child and take account of the different learning styles and needs.

Year 1 will introduce **Phase 4** and **Phase 5**.

Year 2 will continue with **Phase 5** and teach **Phase 6**.

Year 3 will review **Phase 5** and continue with **Phase 6**.

It is important that the five phases are embedded and the children have a sound understanding of the key knowledge and skills before the final sixth phase is introduced in Year 2. Year 2 teachers will strive to be able to expose all children to the key elements of phase 6 by the end of the academic year. Some children will continue with phase 6 in the upper Primary school, where required.

### **Phonics: Secondary School**

While there is no specific teaching of phonics in English in the secondary school, where possible, spellings that follow similar phonic patterns will be taught on a weekly basis, where said spellings compliment the work undertaken in class as our spellings are closely tied to the curriculum and not taught in isolation.

### **Assessments:**

From September 2015, assessments will follow the phonics assessment and tracking guidance. All teachers will ensure that they are aware of individual children's needs through formative assessments which will be kept in their record of assessments. All teachers will formally assess their children's progress at the end of December, March and June.



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**Assessments will assess the children's:**

- Understanding of grapheme to phoneme correspondence including diagraphs/trigraphs.
- Knowledge of reading and spelling tricky words and high frequency words.

At the end of Year 1 the children will take a Phonic Screening Test as well as a phase assessment. If children are still working towards the phonic test by the end of Year 2 then they will work in a small intervention group to enable them to retake the test in Year 3.

Evaluation, monitoring and review of the policy will take place every two years

**Policy Review**

This policy is to be reviewed annually, though; any deficiencies or weaknesses in Policy will be remedied without delay.