

Oxfordshire Hospital School

Phonics Policy



At Oxfordshire Hospital School (OHS), we want all pupils to become fluent readers with a passion for reading. Our phonics policy aims to provide the building blocks for pupils to achieve this in order that they can access wider reading to bring knowledge and enjoyment.

The teaching of phonics forms a key element of the EYFS and KS1 curricula. At times there may be older pupils who also require targeted phonics teaching. All phonics teaching at OHS is highly personalised to the needs and interests of individual pupils, in order to support them to make accelerated progress with their phonic knowledge. Our overall aim is to equip them with the knowledge and skills they need to decode print, to read and spell many words and become confident and fluent readers and writers. In our setting, phonics teaching usually takes place on a 1:1 basis. This enables the teaching to be tightly focussed on next steps in learning. Learning always takes place within the context of each pupil, recognising the impact that their medical needs, mental well-being and cognitive function may have on their learning. Where pupils have an SEND need, the teacher and SENDCO may work together to ensure that appropriate strategies are used to support all learning, including phonics learning.

OHS has pupils from a wide range of schools and recognises that different schools use a variety of Systematic Synthetic Phonics (SSP) programmes and therefore the experiences of pupils will vary. As a result, our approach to the teaching of phonics is based on establishing prior knowledge, through communication with the pupil's enrolled school and initial assessment, identifying the next steps in their learning, and teaching a series of well-planned lessons to address the agreed next steps. If an enrolled school cannot be contacted, or a pupil is not currently on roll within a school, then our default phonics scheme is Read Write Inc as this is a commonly used scheme in Oxfordshire (see RWInc overview for introduction of phonemes, *red* words - common exception words etc).

There is no expectation that all work is recorded as much of it will be practical or on whiteboards. However, evidence of ongoing assessment will be recorded on our MIS system as part of our lesson logs. This includes next steps and will be included when reporting back to an enrolled school.

Pupils will be encouraged to apply their phonics learning to reading books and texts which are well matched to their knowledge. For our older pupils who are still at the stage of early reading, we support them with additional age appropriate reading materials, such as *Barrington Stokes* and *Phonic Books* etc. When writing, pupils will be encouraged to use their known sounds to spell phonetically and use the common exception words they are focussing upon.

Primary staff have access to regular phonics training and feed back to one another when relevant courses have been attended. HLTAs work closely with teachers to deliver the programmes. There is also liaison with a local primary school to ensure we are up to date with local and national developments.

The Primary Team
April 2022

Draft: This policy is awaiting final approval from the Governing Body