

Belvoir Park Primary School

If culture is the personality of an organisation then a quality school is restless, constantly questioning, never satisfied, challenging norms and believing that things can always be better.



Learn to value and respect everyone in school

Learn both to work on our own and also with others

Learn to develop our intelligences and talents

Learn to think clearly to help solve problems

Learn that only our best is good enough

Learn that learning never ends

Learn to live our dream

Phonological Awareness Policy

'What the child can do in co-operation today he can do alone tomorrow.'

(Vygotsky 1934)

Introduction

The development of phonological awareness is an essential pre-requisite of both reading and writing. The starting point is oral language. Developing young children's awareness of words, syllables, rhymes and phonemes significantly increases their later success in learning to read and write.

Initial emphasis is on developing attention and listening skills to provide the foundation for all phonological awareness. This involves training in listening, recalling and sequencing. Children need to develop both auditory and visual discrimination to enable them to link sounds and letters at a later stage.

Teachers should explicitly demonstrate skills in a range of situations. It is important to ensure that children have the concepts in place to understand the language used, for example, 'first, in the middle, last, same, different'.

Children need ample opportunities throughout the day to develop and practise specific skills within a supportive environment, for example, group activities, modelled and shared sessions, play etc.

Attention and Listening

- Attention and listening skills are crucial for learning:
- Attention is the ability to take notice of and learn from what they see and hear going on around them;
- Listening to & hearing sounds and being able to understand and interpret them.

Developing a Sense of Steady Beat

Steady beat is the consistent, repetitive pulse that lies within every rhyme, song or musical selection. This pulse has even duration and occurs at equal intervals. It can be either fast or slow.

The ability to feel, express and keep a steady beat is an important prerequisite for language development as it affects, for example, articulate speech flow, attention span, motor skills and reading comprehension.

Children need opportunities to experience a range of repetitive single movements that lend themselves to beat keeping, for example, tapping, pounding, marching, swinging, jumping, rocking, hammering, sawing etc.

Developing Auditory Processing Skills

- Auditory Memory
- Auditory Discrimination

Developing Visual Processing Skills

- Visual Memory
- Visual Discrimination

Developing the Elements of Phonological Awareness

- Rhyme
- Syllabification

Hearing Sounds in Words

- Focus on segmenting individual sounds in single syllable words, initial, medial and final, for example, c/a/t, h/ou/se, s/t/a/m/p, stretch words to emphasise medial vowel, where necessary (progress from using objects and pictures to spoken word alone).
- Blend sounds together to make words.

- Manipulate phonemes to make new words, for example, bat - bit - bin - tin.

Sound/Symbol Correspondence and Alphabetic Knowledge

- Children are introduced to the concept of letters through modelled and shared work and exploration of letter shapes, for example, magnetic letters.
- Children learn to associate a symbol with each sound.
- Teachers choose when it is appropriate to introduce letter names.

To promote a whole-school phonological awareness approach Debbie Hepplewhite's Phonics International Online Synthetic Phonics Programme will be used in Belvoir Park Primary. It will be used in conjunction with the Interactive Whiteboards as our primary phonics programme

- The **Phonics International** Online Programme is designed to teach explicitly and systematically both The Alphabetic Code and The Alphabet and it distinguishes the roles that are played by each.
- The **Phonics International** Online Programme provides an extensive and comprehensive range of downloadable resource material for 'teaching', for 'learning' and for 'application of learning', plus advisory audio-video clips and message forum to support both the 'teacher' and the 'learner' in an ongoing basis.
- **Phonics International** is suitable for all ages and circumstances as it is the same English Alphabetic Code and skills of blending, segmenting and handwriting that everyone needs to learn and all materials focus directly on the teaching, learning and application of learning.
- The various **Phonics International** resources and activity sheets with full cumulative word bank and teaching notes will be sent to the home environment to provide full information and to enable working in partnership with parents.
- **Phonics International** is suitable for all ages as a stand-alone programme or a helpful complement to other synthetic phonics programmes. The programme provides several years of phonic work for reading and spelling

including: decoding, encoding and handwriting are taught and rehearsed every step of the way.

- **Phonics International** is suitable for infants and learners of all ages.

Infants will have secured word recognition skills well before the end of Key Stage I.