

Phonological Awareness Policy and Procedures

This procedure is applicable to: all Department for Education employees at Paringa Park Primary School.

Document control

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Revision Record

Date	Version	Revision description

1. Title

Paringa Park Primary School Phonological Awareness Policy and Procedures.

2. Purpose

The Phonological Awareness Policy and procedure aims to provide an overview of the teaching, learning and monitoring of phonological awareness at our school.

3. Scope

This policy and procedure clarifies the shared understanding and agreements of, and procedures for, phonological awareness in the early years of schooling.

4. Objectives

Underlying concepts

- Phonological awareness is an auditory/listening based skill.
- Phonological awareness is one of the Big 6 of Reading (oral language, phonological awareness, vocabulary, phonics, comprehension and fluency) to which we are committed as a foundation for reading.
- All teachers will provide a literacy rich environment where children are immersed in language. In reception the emphasis is on oral language, vocabulary, phonological awareness and phonics.
- The hierarchy of phonological awareness skills is documented in the “Overlapping Stages, Skills and Year Levels” (Talking Literacy) and sits within the Australian Curriculum: English strand – language, sub strand – sound and letter knowledge – recognises rhymes, syllables and sounds (phonemes) in spoken words. It is also a component of the ACARA literacy progressions.
- There is extensive research to suggest that phonological awareness is one of the **cornerstones** of reading development. In addition, children’s phonological awareness skills have been measured at pre-school age and have been shown to be one of the best predictors of reading success.

5. Procedure detail

Shared agreements

At PPPS we are committed to a strong focus on explicit teaching of phonological awareness skills for all reception children and then taught explicitly as needed for all children throughout the early years. All reception children will be screened using Phonological Awareness Skill Mapping (PASM) tool to collect baseline data and a class profile developed to inform practice, and monitor and track children’s progress:

- in their first term at school
- by the class teacher
- with release time negotiated

The reception class profile is developed to:

- inform class teachers about the needs of children
- be used to inform programming and planning
- to be used to monitor and track children’s progress
- to be used for discussion in relation to individual children’s progress
- to be used to identify children requiring intervention.

Teachers will use a wide variety of strategies including explicit teaching and incidental reinforcement to support, children’s phonological awareness development. Take home books will be sent home with children no sooner than end of term 1 week 6 in all reception classes. Focussed phonological awareness resources will support both explicit and incidental teaching.

An exit screening at the end of reception will be completed by week 4 in term 4 and data collated. This data is recorded by class teachers onto Sentral. The screening documents are passed on to the child’s year 1 teacher at the start of the following year via the individual student record folder. This screening will assess all the phonological awareness skills that a child did not meet benchmark for in their term 1 baseline data assessment. Teachers of year 1 children are expected to use the data to inform practise and monitor and track student progress in year 1 (and year 2 as necessary). Every year 1 child who did not reach the end of reception benchmark in phonological awareness skill mapping will be assessed by their year 1 teacher by end term 4 week 4. This data is entered into Sentral and passed on to the child’s year 2 teacher.

Engaging with community

Parents will be informed about the importance of phonological awareness as part of Orientation to School (OTS) program in term 1 week 1. The reception class teachers will provide information about phonological awareness as part of their parent information session within the Orientation to School program.

A “Learning to Read” workshop will be conducted in term 1 each year and all R-2 interested parents are invited to attend. Parents of new reception children who have limited phonological awareness skills (following assessment by end week 6) will be specifically invited to attend a workshop with a department speech pathologist (term 1 week 11) or make an appointment with the class teacher. The parents of year 1 children who did not reach end of reception benchmark will be personally invited by the class teacher to a workshop with a department speech pathologist in term 1 week 11.

Timeline

Time	Activity/Event	Content / Information
Term 1 week 1 Session 2	OTS Program	Importance of phonological awareness and oral language – research, phonological awareness activities, policy/handout
Term 1 mid term	Reading Workshop	General information about phonological awareness, the Big 6 and supporting their child with reading
By end of term 1 week 6	PA screening for all receptions	Phonological Awareness Skill Mapping Tool, release time for class teacher for early literacy learning strategy, class profile developed; data analysed and used for programming and planning
End of first term of school	Parent/Teacher interviews	Phonological awareness data shared with parents. Parents are invited to Workshop in term 1 week 11
Term 1 week 11	Parent workshop with a department Speech Pathologist	For parents of students at risk - meeting to focus on impact of phonological awareness skills and potential impact on reading with practical strategies
By end of term 4 week 4	Exit screening	Phonological Awareness Skill Mapping Tool for all children (except those who have recorded 100% in all areas at pre-test) and class profile developed. Information provided to following year’s teacher. Data to be used to identify students at risk and intervention for the following year.

6. Roles and responsibilities

Party / parties	Roles and responsibilities
Senior leader	<ul style="list-style-type: none"> • monitor children’s phonological awareness development • support teachers with phonological awareness programming, planning and resources • ensure timelines and shared agreements as documented are followed • plan and implement parent workshops (term 1: Orientation to School; reading) • organise department speech pathologist for term 1 parent workshop
Teachers	<ul style="list-style-type: none"> • explicitly program for and teach phonological awareness • monitor and track children’s progress using PASM • implement shared agreement • engage with community • adhere to timelines as documented
Parents	<ul style="list-style-type: none"> • attend parent workshops hosted by the school • work in partnership with class teachers to support their child’s phonological awareness development • reference resources provided by teachers to support their child’s phonological awareness.

7. Monitoring, evaluation and review

This policy will be reviewed on a regular basis or as needed when any changes to the Department for Education policies relevant to this procedure are made. Changes will be ratified by governing council.

8. Definitions and abbreviations

Term	Meaning
OTS	Orientation to School program
PASM	Phonological Awareness Skill Mapping

9. Resources

ACARA English Reception <https://www.australiancurriculum.edu.au/f-10-curriculum/english/>
 ACARA Literacy Progressions <https://www.australiancurriculum.edu.au/media/3673/national-literacy-learning-progression.pdf>

Talking Literacy Overlapping Stages, Skills and Year Levels of Phonological Awareness