



Phonics policy

February 2020

Version	Date	Author	Summary
1.0	February 2020	W Southgate	Appendix 1 – phonics progression Appendix 2 - terminology

Reviewed By: FGB

Date of Review: February 2020

Expiry Date: February 2023

**Southwood Infant School
Phonic Policy**

Vision Statement

Here at Southwood Infant School we put the children at the centre of all we do. We want all our children to enjoy their time here and to make excellent progress both academically and personally. We recognise that every child is unique and deserves the opportunity to be happy, feel valued and experience success. We believe that children learn best through first-hand experience and our curriculum is designed so that pupils are stimulated and motivated to learn. We have high expectations of our children and promote the highest standards of behaviour, based on our strong school values of

EXCELLENCE - RESPECT – ENJOYMENT

This policy supports and reinforces the aims of Southwood Infant School, valuing all children and staff equally and as individuals.

Aims

At Southwood Infant School we strive to ensure that all children become successful, fluent readers by the end of Key Stage One. We believe this is achievable through a combination of strong, high quality, discrete phonics teaching combined with a rich language approach that promotes a 'Reading for Pleasure' culture.

- To teach children aural discrimination, phonemic awareness and rhyme to aid reading, writing and spelling development.
- To encourage the use of segmenting and blending so that decoding skills provide a sound foundation for reading, writing and spelling.
- To ensure the teaching of phonics is lively, interactive and investigative.
- To enable children to use phonic awareness across the curriculum.
- To ensure that children know the 44 phonemes within the English language.
- To teach children to recognise the graphemes within words and associate them with the appropriate phoneme when reading.
- To provide children with strategies to identify and decode 'tricky words.'

Objectives

- To provide consistent, high quality phonics teaching that ensures all children have a strong foundation upon which to tackle the complex processes of reading and writing.
- To ensure that the teaching of synthetic phonics is systematic and progressive throughout the foundation stage and key stage one.
- To ensure that children have sound phonetic knowledge, understanding and skills so that they can decode words confidently and engage with higher order reading and writing skills.

Teaching and Learning

At Southwood Infant School, we follow the systematic, six phases of "*Letters and Sounds*". This is supplemented by '*Jolly Phonics*' in the Early Years Foundation Stage, with children learning a song and action to accompany each phoneme. When Year 2 children have completed phase 6 they move onto Hampshire spelling and grammar phase.

Planning

The school follows the systematic approach laid out in *Letters and Sounds* (DfE 2007).

Staff complete weekly plans for phonics which ensure progression and effective, high quality teaching. Planning for phonics is separate from the English planning and we use the LCP phonics planning format. LCP phonics planning is a planning tool for teachers who are teaching phonics using the Letters and Sounds document from the DfE. It is a guide and is used with flexibility and at a pace which is appropriate to each group.

Each Phonics lesson should include the following sections:

- Revise – Overlearn the previous graphemes and words
- Teach – Introduce a new grapheme / words
- Practise – Develop GPCs (grapheme phoneme correspondences) /read and spell new words
- Apply – Use the new graphemes / words in games and activities to secure knowledge
- Assess – Monitor progress within each phase to inform planning.

Lessons

Children in Reception will be taught a discrete phonics session daily for a twenty minute period. Phonics skills are also embedded in writing and reading tasks in Literacy sessions. Groups will be differentiated to ensure that all children are reaching their full potential within a challenging and supportive environment. The driving ethos should be for all children to complete Phase 4 by the end of Reception and have a sound understanding in order to start Phase 5 by the start of Autumn Term 2 in Year 1. Children are introduced to the “tricky words” and aim to read and write the high frequency words for Phases 2 to 4 before they enter Year 1.

Children in Year 1 have access to high quality daily phonics sessions for twenty-five minutes. Groups will be differentiated to ensure all children reach their full potential and teachers and teaching assistants work with groups of 10 -20 children. For some children with SEND teaching will be in smaller groups. The underlying aim of Year 1 should be to ensure all children have completed Phases 4 and 5 and be ready to begin Phase 6 upon entry into Year 2. They should have plenty of practise in recognising ‘Alien’ or pseudo words, in readiness for the Phonic Screening Check and to give them the confidence to read any word.

Children in Year 2 will have access to high quality daily phonics lessons for twenty five minutes. Provision is differentiated to ensure all children reach their full potential. Teachers and teaching assistants work with groups of 10 -20 children. For some children with SEND teaching will be in smaller groups. The underlying aim in Year 2 is to ensure that all children have successfully completed Phase 6 while revisiting earlier phases to reinforce previous learning and to also re-experience ‘tricky words’ that they have encountered before.

All children should aim to read and write all the common exception words for Years 1 and 2.

Resources

All phonics teachers have a range of resources to use which are appropriate for the level at which the children are working. These include the following;

- Flash cards of HFWs
- Frieze/keywords
- Letter fans for recognition
- Quick write on wipe boards
- Quick sort (upper and lower case letters)
- Sound buttons
- Phoneme frames

- Matching- reading captions
- Rhyme generation
- Best Bet
- Phoneme spotter
- Buried treasure
- Four Corners
- Bingo
- Sentence substitution
- Swap Shop

Intervention

Children are regularly assessed and any child who is falling behind is identified and targeted for intervention. There are a range of intervention strategies which the school uses and the most appropriate one is selected once a child's needs have been assessed.

Assessment

Assessment is regarded as an integral part of teaching and learning and is a continuous process. We strive to make our assessment purposeful, allowing us to match the correct level of work to the needs of the pupils, thus benefiting the pupils and ensuring progress. It is the class teacher's responsibility to keep track of the progress made by all children in their class, regardless of their phonic group.

Assessment for Learning

We continually assess our pupils and recording their progress. Information for assessment is gathered in various ways: by talking to children, asking questions, observing their work, setting specific tasks and carrying out regular testing. Teachers use this assessment information to plan further work and set new targets.

Assessment of Learning

The attainment and progress of children in phonics is assessed regularly across the year, both discretely at the end of each phase and through Reading and Writing assessments. At the end of Year 1, children participate in the phonics screening check which assesses their knowledge of grapheme phoneme correspondence and their skills in blending. This information is submitted to the LA. Those children who do not succeed in the phonics screening check are highlighted for further intervention and targeted support before completing the screening check again at the end of Year 2. For children who do not succeed a second time, provision is made for them to receive intervention and targeted support in Key Stage 2 setting.

Homework

Parental involvement is key in supporting children to learn their phonics. Across the EYFS and Key Stage One classes, parents are encouraged to read daily with their child. Regular reading at home should enable the children to use segmenting and blending techniques learned in phonics sessions. Phonics homework sheets are also provided. Children in Year 1 and 2 receive weekly spellings to learn. A Phonics Workshop for Reception parents is held in the Autumn term.

Appendix 1 – Phonics Progression

Phase 1 (EYFS)

Phase One of Letters and Sounds concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work which starts in Phase 2. The emphasis during Phase 1 is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills.

Phase 2 (EYFS)

In Phase 2, letters and their sounds are introduced one at a time. A set of letters is taught each week, in the following sequence:

Set 1: s, a, t, p

Set 2: i, n, m, d

Set 3: g, o, c, k

Set 4: ck, e, u, r

Set 5: h, b, f, ff, l, ll, ss

The children will begin to learn to blend and segment to begin reading and spelling. This will begin with simple words. For example, they will learn to blend the sounds s-a-t to make the word sat. They will also start learning to segment words. For example, they might be asked to find the letter sounds that make the word tap from a small selection of magnetic letters.

Phase 3 (EYFS)

During Phase 3, children will also learn the letter names using an alphabet song, although they will continue to use the sounds when decoding words. By now they should be able to recognise all these sounds and read them in words. They should also be able to experiment with spelling words such as rain, hear, hair, bee

Over the twelve weeks which Phase 3 is expected to last, twenty-five new graphemes are introduced (one at a time).

Set 6: j, v, w, x

Set 7: y, z, zz, qu

Consonant digraphs: ch, sh, th, ng

Vowel digraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er

Phase 3 Tricky words: we me be was no go my you they her all are

Phase 4 (EYFS / Year 1)

The main aim of this phase is to consolidate the children's knowledge and to help them learn to read and spell words which have adjacent consonants, such as trap, string and milk. By Phase 4 children will be able to represent each of 42 phonemes with a grapheme. They will blend phonemes to read CVC words and segment CVC words for spelling. They will also be able to read two syllable words that are simple. They will be able to read all the tricky words learnt so far and will be able to spell some of them.

Phase 4 Tricky words: said so she he have like some come were there little one they all are do when out what my her

Phase 5 (Year 1)

In Phase Five, children will learn more graphemes and phonemes. For example, they already know ai as in rain, but now they will be introduced to ay as in day and a-e as in

make. This will take time to use and apply these and children will need time to experiment with their spelling. Alternative pronunciations for graphemes will also be introduced, e.g. ea in tea, head and break. **ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a-e, e-e, i-e, o-e, u-e.**

Children in phase five will already be able to read and spell words with adjacent consonants, such as trap, string and flask and be able to spell them. They will also be able to read and spell polysyllabic words such as bonfire, playing, shouting.

Phase 5 Tricky words: oh their people Mr Mrs looked called asked water where who again thought through work mouse many laughed because different any eyes friends once please

Phase 6 (Year 2)

At this stage children should be able to spell words phonemically although not always correctly. In Phase Six the main aim is for children to become more fluent readers and more accurate spellers. Children will be able to read many familiar words automatically. When they come across unfamiliar words they will in many cases be able to decode them quickly and quietly using their well-developed sounding and blending skills. With more complex unfamiliar words they will often be able to decode them by sounding them out.

Suffixes will be introduced as well as basic grammar strategies. - **s, es, ing, ed, er, est, y, en, ful, ly, ment, ness, en**

Sound buttons – the dots and lines made underneath words indicating a blend, digraph, trigraph or single sound.

Digraph – two letters representing one sound. e.g. ch (as in chip) – is a consonant digraph / ee (as in free) – is a vowel digraph

Split Digraph - A digraph in which the two letters are not adjacent – e.g. ' make '.

Trigraph – 3 letters representing one sound e.g. tch (as in match)

Quadgraph – 4 letters representing one sound e.g. 'ough' (as in though) or 'augh' (as in caught)

Blend – the sound a combination of two or more letters make.

Grapheme – a written symbol that represents a sound

Phoneme - the sound the written symbol makes.