

East Ayton



Primary
School

Phonics Policy

Date Adopted: January 2018

Next Review: January 2021

PHONICS POLICY

Aims

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.

The 'simple view of reading' shows that both dimensions are necessary to achieve fluent reading. However, the balance between word recognition and language comprehension shifts as children 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.

As children develop knowledge of graphemes and their phoneme correspondences they are able to segment words and apply their phonic knowledge to encode to spell with increasing confidence and accuracy.

Our Phonics Planning

- It is time-limited, such that the vast majority of children should be confident readers by the end of Key Stage 1. Most children learn phonic skills best in the first few years of school and we use Jolly Phonics actions, sounds and pictures to help them.
- It follows a planned programme, building on previous learning to secure progress.
- It is taught daily in the morning when children are fresh.
- It reinforces and applies acquired phonic knowledge and skills as they progress through their phonics.
- It ensures children progress in developing and applying their phonic knowledge by assessing this.
- It is differentiated to provide for the needs of all children.

Daily Sessions are around 20 minutes long. The class teacher provides copies of Phonics Planning in the EYFS and KS1.

Age-related expectations within East Ayton Primary School

Although the six-phase structure provides a useful map from which to plan children's progress, the boundaries between the phases should not be regarded as fixed. Guided by reliable assessments of children's developing knowledge and skills, practitioners and teachers will need to judge the rate at which their children are able to progress through the phases and adapt the pace accordingly. As with much else in the early years, some children will be capable of, and benefit from, learning at a faster pace than their peers whereas others may need more time and support to secure their learning.

Nursery

In the Nursery, children enjoy learning Nursery Rhymes and Voice Play songs. Rhymes sensitise a child to the individual units of sound that make up a word. The rhythms present in nursery rhymes help children to remember the words, exercising their auditory memory skills. In line with the rest of the school, we follow the Letters and Sounds Programme, starting in Phase One.

Phase One activities are arranged under the following seven aspects:

- Aspect 1: General sound discrimination – environmental sounds.
- Aspect 2: General sound discrimination – instrumental sounds.
- Aspect 3: General sound discrimination – body percussion.
- Aspect 4: Rhythm and rhyme.
- Aspect 5: Alliteration.
- Aspect 6: Voice sounds.
- Aspect 7: Oral blending and segmenting.

Each aspect is divided into three strands:

- Tuning into sounds (auditory discrimination).
- Listening and remembering sounds (auditory memory and sequencing).
- Talking about sounds (developing vocabulary and language comprehension).

In addition to Letters and Sounds, we follow the 'Jolly Phonics' scheme. Letter sounds are taught in a specific order (not alphabetically) through the use of visual, auditory and kinesthetic learning. If children are ready, they will move on to Phase Two of Letters and Sounds.

Reception

Children continue to use the Jolly phonics songs and actions during their reception year which is closely linked and planned alongside the Letters and Sounds programme. The actions are used to increase the children's confidence and prompt them whilst writing. Children begin to use interactive ICT resources to practise phonics skills (e.g. Phonics Bug).

Term 1 & 2 - Letters and Sounds Phase 2 (5 weeks + 1 week recap)

- By Christmas most children will be secure in these sounds and be having a good go at blending (synthesising) simple CVC words. A vast amount of blending will take place using the sounds correctly and segmenting orally and in spelling VC and CVC words.

Terms 3 & 4 - Letters and Sounds Phase 3 (10 weeks + 2 weeks recap)

- By Easter, most children are secure to the end of Phase 3, knowing the basic digraphs and long vowel sounds. They are reading the majority of the Phase 2 and Phase 3 High Frequency words (45 words) and they are able to read and write simple sentences.

Terms 5 & 6 - Letters and Sounds Phase 4 (10 weeks + 2 weeks recap)

- Period of consolidation of the 42 graphemes through blending and segmenting CCVC and CVCC words with consonant clusters. By the end of Reception most children are secure in Phase 4.

Key Stage 1 (KS1)

In Year 1 and Year 2, children use the Letters and Sounds programme and Phonics Play. Children also have the opportunity to play various phonics games and reinforce their skills using interactive ICT resources (e.g. Phonics Bug).

Year 1

Term 1 - Letters and Sounds Phase 4/5

- Review of Phase 3 graphemes and consolidation of the 42 graphemes through blending and segmenting CCVC and CVCC words with consonant clusters as Phase 4 of Letters and Sounds. N.B. Children who are not working at Phase 4 in Term 1 will be identified and provision plans developed to better meet their needs in Term 2.

Term 2 onwards - Phase 5 (30 weeks)

- The purpose of this phase is for children to broaden their knowledge of graphemes and phonemes for use in reading and spelling. They will learn new graphemes and alternative pronunciations for these and graphemes they already know, where relevant. Some of the alternatives will already have been encountered in the high-frequency words that have been taught. Children become quicker at recognising graphemes of more than one letter in words and at blending the phonemes they represent. When spelling words they will learn to choose the appropriate graphemes to represent phonemes and begin to build word-specific knowledge of the spellings of words.

N.B. At the end of each term, assessments are made and children that are not working at the expected level begin Rapid Phonics intervention program at the beginning of the next term.

Term 6

- In June children in Year 1 will undertake the National Phonics Screening Check. The school sets targets each year for teachers to exceed the national average pass rate for children taking the Screening Check.

Year 2

Most children will begin Year 2 secure in Phase 5 of L&S. By the beginning of Phase Six, children should know most of the common grapheme-phoneme correspondences (GPCs). They should be able to read hundreds of words, doing this in three ways:

- reading the words automatically if they are very familiar.
- decoding them quickly and silently because their sounding and blending routine is now well established.
- decoding them aloud.

Children's spelling should be phonetically accurate, although it may still be a little unconventional at times. During this phase, children become fluent readers and increasingly accurate spellers.

In Year 2, children will look at spelling patterns for the past tense, investigating and learning how to add suffixes, develop strategies for spelling long words and find and learn to tackle the difficult bits in words. In Year 2, the "Support for Spelling" programme (2009 National Strategies Ref: 00171-2009DOM-EN) is followed from Term 2 onwards.

In Year 2, children working below age-related expectations will be supported in small groups to work on Rapid Phonics. Some Year 2 children may take part in Phonics lessons in Year 1 in addition to their sessions in Year 2.

Re-screening will take place in June and all Non-SEND children are expected to pass the check at the second attempt.

Assessment

Assessments are undertaken each half term and children's progress is recorded in the child's individual assessment book. The phonics coordinator also puts the assessments onto a tracker termly for the EYFS and KS1.

Regular assessments will help to determine the appropriate phase of phonics teaching for the next term and any additional intervention required.

Children will be assessed using:






















































- Letters and Sounds assessment booklets, these will be passed on through the school and updated termly.
- Phase reading and spelling checks.
- Phase sentence/phrase dictation activities.
- Reading of non-words and tricky words.

What do we do if a child is not making progress?

- Small Step Intervention Programmes.
- Individual Health Care Plan.
- Investigate auditory problems.
- Additional support in EYFS in S&L groups.
- More appropriate differentiated support.
- Varying the resources being used (include Read Write Ink).
- Rapid Phonics Intervention Programme (lunchtime booster classes for phonics and reading).

Phonics Provision from September 2017

To clarify the alternative spelling of phonemes, the following sound map will be used consistently throughout the school:

Phase 5 - Phonics (Year 1) - Phonics (Sound Spelling)								
 wh	 ph	 oi	 oy	 e-e	 ee	 oo	 e_e	 Ey
 igh	 ie	 l_e	 y	 oo	 ow	 o_e	 oo	
 u_e	 ue	 oo	 ue	 u_e	 ow	 oo	 u	 oo
 or	 ow	 oo	 oo	 oo	 oo	 oo	 oo	 oo
 oo	 oo	 oo	 oo	 oo	 oo	 oo	 oo	 oo
 oo	 oo	 oo	 oo	 oo	 oo	 oo	 oo	 oo

Teaching of Phonics throughout the Nursery and the School will be further enhanced by the use of Phonics Bug interactive learning software and online eBooks.

Each child in Key Stage 1 will have their own username and password so they can access Phonics Bug both in the school and from home. Phonics Bug is a fun interactive learning platform for practising and applying their Phonic skills.

The teaching sequence allows for a very good pace of progression and opportunities within each week to apply and assess new grapheme/phoneme correspondences and to read and spell new tricky words. The overview of the phonics scheme is provided below:

	Phonics phase	Unit	Focus	Irregular words	
Reception	2	1.	s, a, t, p		
		2.	i, n, m, d		
		3.	g, o, e, k	and, to	
		4.	ck, e, u, r,	the, no, go	
		5.	h, b, f, ff, l, ll, ss	I, into	
	3	6.	j, v, w, x,	me, be	
		7.	y, z, zz, qu	he, my, by	
		8.	ch (chick), sh (shark), th (thumb), ng (strong)	they, she	
		9.	ai (rainbow), ee, igh, oa, oo (long) oo (short)	we, are	
		10.	ar (star), or (fork), ur (turnip), ow (cow), oi (oil)	you, her	
		11.	ear (ear), air (chair), ure (pure), er (pepper)	all, was	
	4	12.	Adjacent consonants (cvcc, ccvc, ccvcc, ccvcc)	said, have, like, so, do, some, come, were, there, little, one, when, out, what	
	Phonics phase	Unit	Main focus Learning alternative spellings of sounds	Extension	Irregular words
Year 1	5	13.	zh, wh (whale), ph (photo)		Oh, their
		14.	(long a) ay (crayon), a_e (cake),	igh/ey/iy	Mr, Mrs
		15.	(long e) ea (leaf), e_e (trapeze),	ie/ey (key) /y	looked, called, asked
		16.	(long i) ie (tie), i_e (side),	y, i,	water, where
		17.	(long o) ow, o_e (bone),	o/oe (toe)	who, again
		18.	(long u) ew (screw), ue, u_e (cube) (short oo) u/ou		thought, train
		19.	aw (saw), au (naunt),	ai	work, laughed, because
	20.	ir(igh), er, ear		Thursday, Saturday, thirteen, thirty	
	21.	ou (mouse), oy (boy)		different, any, many	
	22.	ere/eer are/ear		eyes, friends	
	23.	c, k, ck, ch		one, two, once	
	24.	ca/cl/cy co/st/ll ae		great clothes	
	25.	ge/gil/gy dge		It's, in, r	
	26.	ie, mi, kn/ign, wr		don't, can't, didn't	
27.	tch, sh, ea, (w)a o		first, second, third		
Year 2	6	28.	Suffix morphemes: ing, ed		clearing, gloaming, rained, mailed
		29.	Plural morphemes: s, es		men, mice, feet, teeth, sheep
		30.	Prefix morphemes: re, un Prefix+root+suffix		vowel, consonant, prefix, suffix, syllable

Evaluation and Impact

Governors are kept informed about the Phonics Policy in Nursery, Reception and KS1 by:

- Feedback from the Early Years and KS1 lead teacher.
- Headteacher's report to Governors.

The Governing Body monitors the quality and effectiveness of the provision of phonics through the Early Years and KS1 lead teacher and HT reports at full Governors Meetings.

This policy statement will be reviewed periodically in order to maintain the teaching and learning of phonics is robust and allows children to make rapid progress from their initial starting points.