

# St Michael's First School



## Phonics policy September 2022

### What Is Phonics?

Phonics is a method of teaching reading and writing where children are systematically taught the relationships between the sounds in our language and the letters used to represent those sounds.

This policy is aimed at reinforcing a consistent, high quality approach to the teaching of phonics across foundation stage, key stage one and on into key stage two.

### Aims

We aim to;

- Deliver high quality phonic teaching which secures the crucial skills of word recognition that, once mastered, enable children to read fluently and automatically enabling them to concentrate on the meaning of the text.
- To establish consistent practice, progression and continuity in the teaching and learning of phonics and spelling throughout the school.
- To give children word work strategies that will enable them to become fluent readers and confident writers.
- 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 ensure children use phonic awareness across the curriculum.
- To ensure that children know the 44 phonemes within the English language.
- To ensure that children recognise the graphemes within words and associate them with the appropriate phoneme when reading.
- To ensure children are taught strategies to identify and decode 'tricky words' within the English language.
- To differentiate phonics and spelling work according to the needs of pupils, so that all pupils are given sufficient challenge at a level at which they can experience success

## Organisation of phonics

The phonics lead is responsible of the delivery of phonics across the school. This includes:

- Ensuring continuity and progression from year group to year group and the transition from each phase.
- Providing all members of staff with guidelines and non-negotiables to show how aims are achieved and how the variety of all aspects of phonics is to be taught
- Advising and supporting colleagues in the implementation and assessment of phonics in their phase of the school.
- Assisting with the requisition and maintenance of resources required for the teaching of phonics, within the confines of the school budget
- Monitoring the quality of teaching and learning in phonics across the phase of the school.

### The class teacher is responsible for:

- Ensuring progressing in the acquisition of phonic knowledge and skills with due regard to the National Curriculum for English and the non-negotiables for each phase.
- Developing and updating skills, knowledge and understanding of phonics
- Identifying needs in phonics and adapting planning to suit all children.
- Keeping appropriate on-going records
- Planning effectively for phonics, liaising with phonics leader when necessary
- Informing pupils and parents of their progress, achievements and attainment

## Expectations

Phonics sessions will be taught every day without fail for all pupils in The Foundation Stage and Key Stage One.

- Follow the Letters and Sounds programme. Sessions will be at least 20 minutes; (However, sessions may be shorter than this in the Foundation Stage in the Autumn Term.)
- Be structured using the Revisit/Review - Teach - Practise - Apply approach.
- Be active and engaging and have a quick pace.
- Give every child the chance to segment and blend to read and write. Give the children opportunities to hear themselves saying new sounds.
- Teach one new thing each day.
- Teachers should; Use agreed actions for segmenting, blending (Jolly Phonics programme) and remembering sounds where necessary.
- Use the following terms where appropriate: phoneme, grapheme, diagraph, split diagraph, blending and segmenting.
- Display phonemes that have been taught in the classroom on the phonics working wall.

- Model segmenting and blending before asking the children to do the same.
- Plan phonics using day to day assessments. Planning and teaching should be flexible.
- Differentiate where necessary using different words or phrases, resources, adult support, etc.
- Give children frequent opportunities to apply phonic skills in writing.
- Ensure all children have regular access to fully decodable texts to apply their learning in phonics through reading.
- Be target led - All children need to be secure in Phase Five by the end of the Summer Term in Year One. What must happen for this to be the case? (Intervention, different approaches, revision of phonemes.)

### **Phonics Planning**

Whole class teaching of phonics is planned using the revisit/ review- teach- apply- assessment sections recommended by the Letters and Sounds document.

- Feedback will be given throughout the lesson to individuals to move learning forwards and drive progress. Children will be given extensions to learning opportunities for children to apply phonemes in context.
- Other adults will impact learning throughout the whole phonics lesson by using questions and reinforcement of key strategies taught with individuals.
- Other adults will model and demonstrate new learning with groups/individual children.
- Outcomes to learning will be demonstrated in a variety of ways depending on the strategy/learning opportunity. E.g, multi-sensory resources will support learning in a practical way but there will also be opportunities to rehearse and explore writing of key phonemes and words.
- The teacher/TA will use higher order questions when asking the children to explain strategies used and ways to read and spell a new word.

### **Age Related Expectations for the end of the school year:**

By the end of EYFS children should:

- read and understand simple sentences.
- use phonic knowledge to decode common words and read them aloud accurately.
- confidently read by sight the Phase 2 and 3 common exception words
- use phonic knowledge to write words in a way which matches how the sounds are said.
- write some irregular common words.

By the end of Year 1 children should:

- apply phonic knowledge and skill as the prime approach to reading unfamiliar words
- that are not completely decodable;
- read many frequently-encountered words automatically;
- read phonically decodable three-syllable words;

- read a range of age-appropriate texts fluently;
- demonstrate understanding of age-appropriate texts.
- read decodable words that end -s, -es, -ing, -ed, -er, -est
- Say the correct sound to grapheme for all the 40+ phonemes up to Stage 5.

By the end of Year 2 children should:

- Read accurately most words of two or more syllables.
- Read most words containing common suffixes.
- Read and spell most common exception words for year 2.
- Read words accurately and fluently without overt sounding and blending.
- Sound out most unfamiliar words accurately, without hesitation.
- Segment spoken words into phonemes and represent these by graphemes.

All teachers have a range of resources to use which are appropriate for the level at which the children are working. They include practical resources such as the alphabet frieze, grapheme flash cards, magnetic letters and phonic strips which should be used in every lesson to create a point of reference. These resources can be added to so that children are continually engaged with their learning. There should also be age and phase appropriate displays in both Reception and Key Stage 1 classrooms and intervention rooms to support the teaching and application of phonics in Reading and Writing.

### **The skills of blending and segmenting**

Blending and segmenting are, 'reversible processes': that is, if you can blend the sounds together to read a word, you should also be able to identify and break down (segment) the individual sounds in a word you hear to spell it. To spell the word, you need to represent each sound you hear by a letter - or more than one letter. The skill of blending sounds together needs to be taught directly. Children may be able to say the sound a letter 'makes' when shown the letter (for instance, on a flashcard), but this does not necessarily mean that they can blend individual sounds together to make a whole word. (Letters do not actually 'make' sounds: they are just a way of representing that sound in writing.) In segmenting to spell a word, the teacher or the child is listening to a whole word, identifying the individual sounds (not letters) that make up the word choosing a letter or more than one letter to represent each individual sound.

### **Correct articulation**

Correct articulation is vital in helping children to learn to blend sounds together. We make sure that the sound produced (each individual phoneme) is as precise and accurate as possible and that no additional sounds are added. For instance, the sound /m/ that starts 'mother' or is embedded in 'impress' needs to sound /mmm/ and not /muh/. The clearer the sound, the easier it is for a child to blend together (synthesise) the individual sounds to read a word because there are no unnecessary sounds getting in the way.

### **Common exception words**

Children will be taught to read words that are not completely phonically regular. Children need to be taught to read these words on sight, so that they do not have to spend time puzzling them out. Teachers help children to practise their speedy recall of tricky words. In terms of spelling, children need to remember the tricky parts of a word, that is, the letters that do not match the usual grapheme-phoneme correspondences they have learnt. For example, the word 'said' is not phonically regular in that the sound /e/ in the middle of the word is normally written 'e' as in 'bed' (or sometimes 'ea' as in 'bread', 'dread' or 'read' - past tense) and not 'ai' as in 'paid'. However, the sounds at the beginning and end of 'said' are represented with 's' and 'd', just as one might expect; it is only the middle of the word that is tricky.

### **Multi-sensory approaches**

Multi-sensory learning opportunities featured strongly in high quality phonic work and often encompassed, variously, simultaneous visual, auditory and kinaesthetic activities involving, for example, physical movement to copy letters shapes and sound, and manipulate magnetic or other solid letters to build words. Sometimes, mnemonics, such as a picture of a sun or an apple in the shapes of 's' and 'a', were used to help children memorise letters.

### **Inclusion**

All children have equal access to the curriculum as expressed in our Equal Opportunities Policy. Where a child is making limited progress in phonics, this is discussed with the parents, SENCo and Phonics Leader. Relevant actions are made to address the concerns and any intervention work undertaken is monitored.

We will ensure that phonics is accessible to pupils by:

- Setting suitable learning objectives and differentiated success criteria.
- Responding to the variety of learning styles
- Overcoming potential barriers of individuals and groups

This is monitored by analysing pupil performance throughout the school to ensure that there is no disparity between groups.

### **Gifted and Talented**

In phonics, staff will develop differentiated weekly plans to ensure pupils who are identified as gifted in reading and achieving exceptionally high levels of achievement are catered for. For these pupils accelerated learning experiences where programmes of study from the next school phase or Key stage are accessed by the pupils through investigative work, or enrichment activities are planned for giving these pupils open ended investigations to complete that link to the English/phonics phase of studies being covered. Support from the school English Leader can be sought to support this process.

## **Assessment**

In Reception and Key Stage One, all children will be informally assessed throughout sessions and future phonics work planned accordingly.

All children will be formally assessed at the end of each half term. This information is then tracked to monitor progress and swiftly address any concerns.

At the end of Year One it is statutory for all children to complete the Year One Phonics Screening Check. This takes place in June. Children who do not achieve the required standard in Year 1 will need to retake the check the following year to ensure they have made good progress.

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 ability. Each individual child has their own phonics tracker, which is updated half termly and continues to be updated as the child moves through school.

**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. Teachers use this assessment information to plan further work and set new targets.

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.

## **Involving Parents**

The teaching and learning of phonics can only truly succeed with the support, involvement and understanding of parents. We endeavour to support parents as their child learns to read and write by:

- Holding phonics information sessions for parents to explain specialist vocabulary and how the teaching of phonics works.
- Letting parents know what their child has been working on in class and what they can do at home.
- Giving parents resources and strategies for supporting phonics at home during parent workshops throughout the year.

**Monitoring and review**

This policy will be reviewed regularly.

Mrs S. Hall

Signed \_\_\_\_\_

Date \_\_\_\_\_