



# Phonics Policy

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**“A high quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them.”**

**National Curriculum for English 2014**

## **Introduction**

At Heather Ridge we strive to ensure that all children become successful, fluent readers by the end of Key Stage One and believe this is achievable through a combination of strong, high quality, discrete phonics teaching combined with a whole language approach that promotes a ‘Reading for Pleasure’ culture. The Rose Report (2006) emphasised high quality phonics as an important part of the word decoding skills required by children to develop higher level whole language and comprehension skills. This approach is in alignment with our belief that we first ‘learn to read’ and then ‘read to learn’. This policy is aimed at reinforcing a consistent, high quality approach to the teaching of phonics across the Early Years Foundation Stage (EYFS), Key Stage One and on into Key Stage Two for children who still need further support.

## **Why teach phonics?**

Research shows that when phonics is taught in a structured way – starting with the easiest sounds and progressing through to the most complex – it is the most effective way of teaching young children to read. It is particularly helpful for children aged 5 to 7. Almost all children who receive good teaching of phonics will learn the skills they need to tackle new words. They can then go on to read any kind of text fluently and confidently, and to read for enjoyment.

Children who have been taught phonics also tend to read more accurately than those taught using other methods, such as ‘look and say’. This includes children who find learning to read difficult, for example those who have dyslexia.

## **Aims**

- To establish consistent practice, progression and continuity in the teaching and learning of phonics and spelling throughout the school.
- 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.
- To give children word work strategies that will enable them to become fluent readers and confident writers.

## **Guidelines**

High-quality phonic work will be most effective when:

- It is part of a broad and rich curriculum that engages children in a range of activities and experiences to develop their speaking and listening skills and phonological awareness.
- It is multi-sensory, encompassing simultaneous visual, auditory and kinaesthetic activities to enliven core learning.
- It is systematic, that is to say, it follows a carefully planned programme with fidelity, reinforcing and building on previous learning to secure children’s progress.
- It is taught discretely and frequently at a brisk pace.

- There are opportunities to reinforce and apply acquired phonic knowledge and skills across the curriculum and in such activities as shared and guided reading.
- Children's progress in developing and applying their phonic knowledge is carefully assessed and monitored.

## Letters and Sounds

At Heather Ridge, we follow the Letters and Sounds principles and practice of high quality of phonics supported by the interactive teaching tool, Active Learn. In addition, we use Jolly Phonics and any other additional resources the class teacher sees fit to cater for specific children's needs.

In Year R, Phonics is taught in discrete daily sessions for 20 minutes a day in the first term and then, later in the year, children are taught in groups across the year according to their ability. In Year 1 phonics is taught daily for 20 minutes a day, the year group is split into 4 groups depending on which Phase they are working at. In Year 2 phonics is taught for 20 minutes daily in groups. All phonic sessions include flashcards, phonic games, and word activities (from Letters and Sounds) to consolidate sounds learnt.

## Progression Phonics coverage across the phases

	Autumn	Spring	Summer
Year R	Phase 2/3  Working through sets 1-7 and consonant digraphs	Review Phase 2 Phase 3  Vowel digraphs	Review Phase 2/3 Phase 4  Adjacent consonants beginning of a word ccvc
Year 1	Review Phase 3 Phase 4/5  Adjacent consonants end of a word ccvc  Alternative pronunciations for graphemes	Review Phase 3/4 Phase 5  Alternative pronunciations for graphemes	Review Phase 3/4 Phase 5  Alternative pronunciations for graphemes
Year 2	Phase 4/5/6  Recap on vowel digraphs from Year 1	Phase 6  Tenses, suffixes and prefixes	Phase 6  Plurals, spelling strategies

## Planning

Weekly phonics planning is based on Letters and Sounds (<https://www.babcock-education.co.uk/ldp/phonics>).

Planning for phonics will be done separately from literacy but with the understanding that good phonics teaching should link to the literacy need of the children within a literacy lesson and across the curriculum.

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
- **Assess** Monitor progress within each phase to inform planning

### **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 benefitting 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.

Formative assessment in phonics is carried out on an on-going basis using the HR Phonics Assessment (Updated by SH Sept 2019). These assessments are used to inform planning and the assessments will be passed up to the next year group (from YR to Y2).

At the end of Year 1 there is a statutory Phonics Screening assessment which takes place in June of each year. A meeting will be held to inform parents. This will involve children reading 40 real and alien words. Children who do not meet the required threshold will be required to re-take the screening assessment in Year 2.

### **Roles and Responsibilities**

It will be the responsibility of the class teacher to:

- Plan, teach, assess and monitor pupil progress in phonics.
- Direct LSA's so they effectively support the teaching of phonics.
- Ensure progress in the acquisition of phonic knowledge and skills with due regard to the National Curriculum for English
- Developing and updating skills, knowledge and understanding of phonics
- Keeping appropriate on- going records
- Informing pupils and parents of their progress, achievements and attainment
- Year 1 teachers to carry out the phonics screening check and ensure data is submitted on time and to the assessment coordinator.
- Year 1 teachers to ensure that phonics screening data is passed on to the Year 2 teachers who will then re-test those who did not meet the threshold.

**It will be the responsibility of the literacy subject leader to:**

- Provide support and training in the planning and teaching of phonics where required.
- Monitor the quality of phonics teaching and provide feedback.
- Monitor phonics planning and teaching
- Keep up to date with any changes
- Attend any training required
- Ensuring continuity and progression from year group to year group
- Assisting with the requisition and maintenance of resources required for the teaching of phonics, within the confines of the school budget.

### **Equal opportunities**

This policy applies to all children regardless of their gender, colour, ethnicity, ability or disability, religion or nationality. All children have equal access to the curriculum as expressed in our Equal Opportunities Policy. We will ensure that phonics is accessible to pupils by:

- Setting suitable learning objectives
- 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.

### **Evaluation and Review**

This policy will be reviewed every two years or as and when new legislation determine.

**See Phonics Assessment Below (Updated September 2019 by SH)**



Phase 2 and 3 sounds									
Phase 2 keywords									
a	s	a	an	t	p	as	i	n	m
if	d	g	in	o	c	is	k	ck	e
u	r	h	b	f	ff				
up	ll	ss	of	j	v	off	w	on	y
can	z	zz	dad	qu	ch	had	sh	back	ng
and	a	ee	get	tigh	oa	big	oo	aim	or
hier	ar	ow	not	oi	ea	got	air	um	er
has		the			to			I	
no		go			into			but	

Phase 2 Tricky words (spell = phase 3)					
	read	spell		read	spell
the			no		
to			go		
I			into		

Phase 2 oral blending/segmenting

Oral blending		Practice items: c-a-t	m-u-m
		Tick if correct or record what the child said	
m-a-n			
s-o-ck			
c-u-p			
<b>Oral segment</b> (word to be spoken by adult)			
jam			
zip			
net			

Phase 2 Nonsense words	
	Tick if correct or record what the child said
pim	
og	
meck	
nug	
liss	
ket	

Phase 3 keywords			
will	that	this	then
them	with	see	for
now	down	look	too
he	she	we	be
me	was	you	they
all	are	my	her

Phase 3 Nonsense words			
	Tick if correct or record what the child said		Tick if correct or record what the child said
dar		veng	
zort		jigh	
sair		doit	
kear		fowd	

Phase 3 Tricky words (spell = phase 4)					
	read	spell		read	spell
he			you		
she			they		
we			all		
me			are		
be			my		
was			her		

Phase 4 keywords			
went	just	like	some
from	help	one	come
children	said	have	there
little	were	do	what
it's	out	when	so

Phase 4 Tricky words (spell = phase 5)					
	read	spell		read	spell
said			were		
have			there		
like			little		
so			one		
do			when		
some			out		
come			what		

Phase 4 oral segmenting to spell	
Word spoken by adult	Tick if correct or record what the child writes
wind	
bench	
paint	
crash	
frog	
growl	

Phase 4 Nonsense words	
	Tick if correct or record what the child said
plood	
grint	
theest	
bamp	
skarb	

kelf	
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Phase 5 keywords				
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Mr	Mrs	called	could	looked
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don't	old	about	made	asked
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I'm	house	your	very	by
-----	-------	------	------	----

time	came	make	their	day
------	------	------	-------	-----

saw	put	oh	people	here
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Phase 5 Tricky words					
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	read	spell		read	spell
--	------	-------	--	------	-------

oh			looked		
----	--	--	--------	--	--

their			called		
-------	--	--	--------	--	--

people			asked		
--------	--	--	-------	--	--

Mr			could		
----	--	--	-------	--	--

Mrs					
-----	--	--	--	--	--

### Phase 5 Decodable High Frequency Words

	read	spell		read	spell
Don't			day		
old			made		
I'm			came		
by			make		
time			here		
house			saw		
about			very		
your			put		

Phase 5 Oral segment	
Blending	(children to read the words – orally blend and put together)
Words spoken by adult/ child writes	Tick if correct (or phonetically plausible) or record what the child writes
word	
spray	
found	
tie	
treat	
enjoy	
shirt	
blue	
raw	
why	

Year 1 and Year 2 Common Exception Words

Year 1

	read	spell		read	spell
the			no		
a			go		
do			so		
to			by		
today			my		
of			here		
said			there		
says			where		
are			love		
were			come		
was			some		
is			one		
his			once		
has			ask		
I			friend		
you			school		
your			put		
they			push		

be			pull		
He			full		
me			house		
she			our		
we					

Year 1 and Year 2 Common Exception Words					
Year 2					
	read	spell		read	spell
door			grass		
floor			pass		
poor			plant		
because			path		
find			bath		
kind			hour		
mind			move		
behind			prove		
child			improve		
children			sure		
wild			sugar		
climb			eye		
most			could		

only			should		
both			would		
old			who		
cold			whole		
gold			any		
hold			many		
told			clothes		
every			busy		
great			people		
break			water		
steak			again		
pretty			half		
beautiful			money		
after			Mr		
fast			Mrs		
last			parents		
past			Christmas		
father			everybody		
class			even		