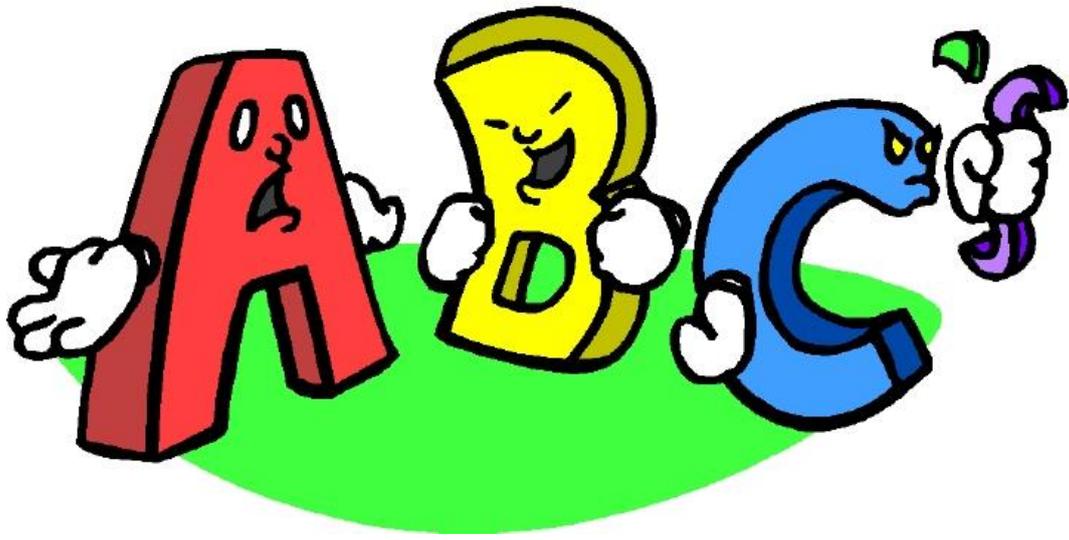


PHONICS POLICY



April 2017

Approved by the Full Governing Body 6 April 2017



Phonics Policy

Policy Statement

The department for Education state the following criteria needs to be followed when teaching Phonics.

The programme should:

- present high quality systematic, synthetic phonic work as the prime approach to decoding print, i.e. a phonics 'first and fast' approach,
- enable children to start learning phonic knowledge and skills using a systematic, synthetic programme by the age of five, with the expectation that they will be fluent readers having secured word recognition skills by the end of key stage one,
- be designed for the teaching of discrete, daily sessions progressing from simple to more complex phonic knowledge and skills and covering the major grapheme/phoneme correspondences,
- enable children's progress to be assessed,
- use a multi-sensory approach so that children learn variously from simultaneous visual, auditory and kinaesthetic activities which are designed to secure essential phonic knowledge and skills,
- demonstrate that phonemes should be blended, in order, from left to right, 'all through the word' for reading
- demonstrate how words can be segmented into their constituent phonemes for spelling and that this is the reverse of blending phonemes to read words
- ensure children apply phonic knowledge and skills as their first approach to reading and spelling even if a word is not completely phonically regular
- ensure that children are taught high frequency words that do not conform completely to grapheme/phoneme correspondence rules
- provide fidelity to the teaching framework for the duration of the programme, to ensure that these irregular words are fully learnt,
- ensure that as pupils move through the early stages of acquiring phonics, they are invited to practise by reading texts which are entirely decodable for them, so that they experience success and learn to rely on phonemic strategies.

In June of Year One all children will sit a Statutory Phonics Screening Check. If they fail to meet the standard requirement they will resist the Check in Year 2. If they fail to meet the standard requirement in year 2 they will be referred to Pupil School Support Services for assessment and extra support will be given in year 3.

At Wheelers Lane Primary School, we believe that a dedicated daily phonics session, where phonics learning is used and applied, is crucial to children's development of reading.

We use a high quality, systematic, synthetic approach alongside a rich comprehensive reading environment. Throughout the school Phonics is always contextualised to ensure the children understand why they are learning phonics. To ensure this, the skill of segmenting and blending graphemes and phonemes is taught at word, sentence and text level.

At Wheelers Lane we follow the FROG assessment tool for reading. This States:

- By the end of year 1, Children will be able to read Orange and Turquoise book bands confidently and independently.
- By the end of year 2, Children will be able to read books from the Gold band, independently, with accuracy over 95%.

The Policy for Phonics at Wheelers Lane Primary School includes:

- Whole school aims
- Teaching and Learning
- Overview of Phonics taught in Nursery, Reception, Y1, Y2 and Y3
- Daily Discrete Phonics Session
- Homework
- Record Keeping
- Assessment
- Intervention

This policy supports and works in conjunction with the reading and literacy policy.

Aims

We want pupils at Wheelers Lane Primary School:

- To benefit from a systematic approach to the teaching of phonics from entry to school at 3 years of age.
- To enjoy the discrete teaching of phonics utilising a synthetic approach to phonics
- To have a regular access to high quality phonic teaching which secures the crucial skills of word recognition that enables children to read fluently, freeing them to concentrate on the meaning of the text.
- To enjoy a multi-sensory approach to learning phonics ensuring that the visual, auditory and kinaesthetic learning styles of children are engaged.
- To have secured automatic decoding skills allowing children to progress from 'learning to read' to 'reading to learn'.

Expectations in Phonics:

- **Nursery** children will achieve a secure level in phase 1 Letters and Sounds and begin to explore Phase 2 Letters and Sounds.
- **Reception** children will cover:
 - Phase 2 Letters and Sounds over 6 weeks,
 - Phase 3 Letters and Sounds over 12 weeks,
 - Phase 4 Letters and Sounds over 6 weeks.
- Throughout **Year 1** children will re-visit Phase 3 and 4 and learn Phase 5 Letters and Sounds.
- Throughout **Year 2** children will re-visit Phase 5 and learn Phase 6 Letters and Sounds.
- In **Year 3** children who do not pass the Phonics Screening Check will receive additional support to target their gaps in the Letters and Sounds phase needed.

Teaching and Learning

The Rose Report makes it clear that 'high quality phonic work' should be taught Systematically and discretely as the prime approach used in the teaching of early reading. At Wheelers Lane we ensure the efficiency of our phonic teaching by ensuring that:

- 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. Phonics is also taught discretely focusing on teaching from whole words from entry to school at 3 years old in Foundation Stage 1.
- We engage parents in the teaching of phonics by offering parent workshops within the school day, enabling parents to provide appropriate support at home.
- It is multi-sensory, encompassing simultaneous visual, auditory and kinaesthetic activities that are fun and engaging for boys and girls.
- It is time limited, such that the great majority of children should be confident readers by the end of Key Stage 1.
- It is taught daily, discretely and at a brisk pace.
- There are opportunities to reinforce and apply acquired phonic knowledge and skills across the curriculum in activities such as shared and guide reading.
- Children's attainment is carefully assessed to ensure progression.
- Phonics is taught as an integral part of reading with children taught: Grapheme-phonemes in a clearly defined sequence.
- Children can blend (synthesise) sounds (phonemes) in order all through a word.
- Children can segment words into phonemes for spelling.

- Children use blending and segmenting as reversible processes.

Overview of phonics taught at Wheelers Lane Primary

Nursery

When children enter Nursery there is a wealth of continuous provision to support the development of children as readers. Children have the opportunity to enjoy books, rhymes, songs, play with letter shapes within a literacy rich environment. Focussed activities based on Phase 1 of the 'Letters and Sounds' program supports children in differentiating sounds. This is a continuous provision throughout the year.

In the Spring Term activities are introduced to develop oral blending and segmenting of **spoken** words. If children are ready they will experience the start of Phase 2 Letters and Sounds.

Reception (see Phonics folder in shared for LCP planning)

Phase 2 of 'Letters and sounds' is fully implemented at this stage, **with Phase 1 being continued to encourage children to:**

- **Listen attentively**
- **Increase their vocabulary**
- **Become confident speakers**
- **Experience the benefits story, rhyme, drama and song have to offer**

Children enjoy a daily discrete 20 minute phonics session, with the opportunity to consolidate their learning with their play in the continuous provision of the classroom as well as regular focussed activities.

Throughout Reception children work through phase 2, 3 and phase 4 with graphemes being introduced in the context of real words, they are also taught 'tricky words' have to be learnt by sight reading.

At the end of Reception children should be able to:

- Represent each of the 42 phonemes by a grapheme
- Be able to blend phonemes to read CVC words and segment CVC words for spelling
- Read phase 3 vowel digraphs and trigraphs in word context
- Apply their phonic knowledge, blending and segmenting skills to read captions and simple texts.
- Know letter names
- Read most tricky words from phase 2, 3 and 4
- Spell most tricky words from phase 2 and 3
- Identify vowels
- Read and spell words containing adjacent consonants

Children at expected standard will be reading yellow books at instructional level and red books independently.

Year 1 (see LCP planning in phonics folder on shared)

This year group sees the children revisit phase 3 and 4 and learn phase 5 of 'Letters and Sounds'. They are also given opportunities to enhance their speaking and listening skills through the continuation of Phase 1 activities.

Children continue to enjoy a daily discrete 20 minutes phonics session.

At the end of Year 1 children should be able to:

- Blend and read words containing adjacent consonants
- Segment and spell words containing adjacent consonants
- Read tricky words from Phase 3, 4 and 5
- Spell tricky words from Phase 3, 4 and 5
- Write each letter correctly
- Read phase 3 vowel digraphs and trigraphs in word context
- Write common graphemes
- Apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words
- Read automatically and spell all the words in the Year 1 Common exception word list.
- Read Turquoise books at instructional level and orange books independently.

Year 2 (see LCP planning in phonics folder on shared)

On entering year 2 children should know most of the common grapheme-phoneme correspondences. They should be able to read hundreds of words, doing this in three ways:

- Automatically if they are very familiar
- decoding silently
- decoding aloud
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Children's spelling should be phonetically accurate, although it may still be unconventional at times. During Phase 6 of Letters and Sounds the children should become fluent readers and increasingly accurate spellers; although we would expect that some children are consolidating their knowledge of phases 4 and 5.

At the end of Year 2 Phase 6 Letters and Sounds requires the children to be able to:

- spell the past tense forms of verbs
- investigate and learn how to add suffixes
- spell multi-syllable words
- spell tricky words from phase 3,4 and 5
- Read automatically and spell all the words in the Year 2 Common exception word list
- Read white books at instructional level and gold books independently.
- Phonics continues to be taught as a daily discrete 20 minute session with children having the opportunity to consolidate their knowledge through the continuous provision in the classroom and taught lessons.

Daily Discrete Phonics Session.

In Nursery 10 minutes daily is given to the specific teaching of phonics. The learning environment also provides constantly the teaching and requirement of the children to use and apply their phase 1 phonic knowledge and skills.

From Reception to year 2 we have flexible groupings of children according to the Phonics phase they are working at within the Letters and Sounds document. Continuous assessment ensures children are in the groups which best fit their needs.

In Reception children build up to a 20 minute discrete phonics session daily, with all children accessing this by the spring term. The learning environment in Reception also provides constantly the teaching and requirement of the children to use and apply their phase 1 phonic knowledge and skills.

In Year 1 and 2 the children receive a daily 20 minute discrete phonics session. This works alongside the ongoing reference made to their phonics skills during all other areas of the curriculum when they are required to read or spell. The learning environment in Year 1 and 2 also provides constantly the teaching and requirement of the children to use and apply their phase 1 phonic knowledge and skills.

In Year 3 children who fail the Phonics Screening Check or score close to the pass mark will receive a daily 15 minute targeted phonics session. Provision in the classroom to give them extra support with phonics will also be made.

The sequence of teaching for the discrete Phonics session should follow the suggested format of the Letters and Sounds document:

- Revisit and review,
- Teach, (introduce new GPC's)
- Practise
- Apply
- (See phonics folder on shared for LCP planning)

The suggested timetable for each Phase of discrete teaching should be followed from the Letters and Sounds document.

Homework

Foundation: Daily reading with additional Letters and Sounds activities tailored to the needs of the children.

Year 1: Letters and sounds phonics homework weekly and from Autumn 2 Common exception words.

Year 2: Letters and sounds phonics homework weekly and Year 2 Common exception words.

Year 3: Letters and Sounds Phonics homework weekly for children receiving additional support.

Record Keeping

Throughout Nursery a phonic learning journey is compiled for each child. A record of phase 2 letters and sounds is added where appropriate.

In Reception the Phonic Learning Journey is continued and added to and transferred to Year 1. **(See shared phonics for content of Learning Journeys)**

Assessment

Reception:

All children in Reception will be assessed every half term.

In the autumn, spring and Summer terms they will be assessed on the identification of Phase 2 and 3 digraphs in reading and spelling within real words.

They will also be tested on the reading of Phase 2, 3 and 4 High Frequency words and the spelling of phase 2 and 3 High frequency words as appropriate.

(See shared phonics for pure identification assessment sheet of phase 2, & 3 reading and spelling.)

(See shared phonics for Phase 2,3,&4 assessments of reading, and writing high frequency words in phase 2&3.)

Assessment of segmenting and blending is carried out as an on-going process through phase 2,3 and 4 .

In the summer term children will be assessed at phase 3 & 4 phonics, at word level with the aim for assessments to fall in line with Key stage 1.

Assessment of high frequency words in spelling and reading will continue and be reported to the English Lead.

A Phonics Screening Check will also be carried out in June so children can be put into the most appropriate phonics group in year one.

Year 1:

All children will be put into groups based on the Phonics Screening Check taken in June of their reception year. They will be reassessed at the end of Autumn 1 on Letters and Sounds assessments. They will then be re grouped to meet their individual needs. A Phonics Screening Check will be carried out at the end of each term and a Letters and Sounds assessment carried out at the end of each half term for the lower achieving groups. Children will continue to be assessed at high frequency word level in reading and spelling throughout the year and results will be reported to the English Lead.

Year 2:

All children will be assessed in Autumn term 1 on Phase 3,4 & 5 digraphs in word context. Children working below age related expectations must be assessed at the same point every half term. Children working at age related expectations should be tested on their appropriate level of letters and sounds assessment every Term. For children who failed the test in year one, a Phonics Screening Check will be carried out in December and March. The official test will be carried out in June. Children will continue to be assessed on the common exception words in reading and spelling throughout the year and results will be reported to the English Lead.

Intervention.

At Wheelers Lane Primary School we acknowledge that some children need a multi-sensory approach to learning to help them catch up with their Peers. Through our detailed phonic assessments these children are quickly and easily identified. They receive a high quality intensive programme detailed to their needs. These children are also tracked and monitored closely after leaving intervention. Any children who fail the Year One Screening Check are identified and put on an intensive programme in year 2. Also through detailed assessments we are able to identify children falling behind age related expectations and a more multi- sensory approach to phonics is offered to them.

If children fail, the Phonics Screening Check in year 2 they will be referred to PSS where additional assessments and support will be offered for those children. These assessments will inform the additional support offered to children in year 3.