

ST. ANDREW'S OVER HULTON C. E. PRIMARY SCHOOL

PHONICS POLICY



MISSION STATEMENT

We believe that St. Andrew's C.E. Primary School exists to provide life's main opportunities for our children guided by and learning from the example and teaching of Jesus Christ.

These opportunities come from an ethos and curriculum that provide maximum learning experiences for each individual child, no matter what their particular learning abilities may be.

We will aspire to a curriculum which results in the enjoyment of learning, children who feel good about themselves and in which everyone can be good at something.

We will encourage pupils to show tolerance and respect for each other, set themselves high standards, to take pride in their work and do their best.

We will provide curriculum enrichment activities including first hand experiences, creative opportunities, visits and visitors.

We will offer every child the chance to achieve as much as they are able.

We will achieve high standards for all children, giving them secure foundations for future learning and success in life.

With God's help, we aim high

Introduction

At St. Andrew's 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.

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 this further support.

Aims

- 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, key stage one and key stage two for those children needing interventions to support phonetic knowledge and understanding.
- 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.

Curriculum, Teaching and Learning Guidance

At St. Andrew's, we follow the Letters and Sounds document's principles and practice across the EYFS and Key Stage 1 – this is supported by using a wide range of resources to support the effective delivery of phonics lessons by catering for all children's needs. In Key Stage 2 interventions are based around the gaps identified through teacher assessment and in pupil progress meetings. Lessons are quick in pace, well differentiated, engaging and challenging for all children within the lesson.

Teachers use assessment to inform them of the progress children are making. It also enables teachers to adapt the provision if necessary to ensure the needs of individual pupils are met. Targeted interventions alongside high quality learning environments, ensure that no child is left behind. The effectiveness of interventions is monitored using the St. Andrew's phonic assessment sheets.

All Year One children take the 'Phonics Screening Check' - a statutory assessment required by legislation. (Unless it is deemed they are working well below the level of the test.) Those who do not meet the pass mark will be given support and intervention programmes in Year Two, to provide them with sufficient knowledge and understanding to re-take the 'Phonics Screening Check' and obtain a pass mark. Those children who do not obtain the required level set by the 'Phonics Screening Check' will receive phonics teaching from the first term of year three – which will be further supported throughout the year and across Key Stage Two with a phonics and/or spelling intervention programme.

Planning for phonics will be done separately from English but with the understanding that good phonics teaching should link to the literacy needs of the children within an English 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 / phoneme 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.

Organisation

See Appendix 1. Phonics Overview

Reception will be taught a discrete phonics session daily for a 20 minute period either as a whole class or in 2 smaller groups. Phonics skills are 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. Continuous provision and the outdoor learning environment in EYFS support children in closing the gap and consolidating their phonic knowledge. Phonics mats should be freely available in each area of learning both indoors & outdoors. 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 who have not reached the expected level by Year 1 have extra individual phonics support. All Reception children also have a sound book to take home, to which new sounds are added weekly after they have been introduced in class.

Children in Year 1 have access to high quality daily phonics sessions for twenty minutes. Groups will be differentiated to ensure all children reach their full potential. 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 practice in recognising ‘Alien’ or pseudo words, in readiness for the Phonic Screening Check and to give them the confidence to read any word. Children should aim to read and write all the common exception words for Years 1 and 2.

Children in Year 2 are taught Phase 6 of Letters & Sounds through No Nonsense Spelling as part of a daily 20 minute lesson. Those who did not pass their phonics screening test in Year 1 will continue to have access to high quality daily phonics lessons for twenty- thirty minutes. Provision should be differentiated to ensure all children reach their full potential.

Children in KS2 who did not pass the phonics screening test in Year 2, or children identified in pupil progress meetings as having significant gaps in their phonic knowledge, will receive phonics interventions. Typically, these sessions will be for thirty minutes, three times each week. The format of these sessions will be the same as those in KS1, using the St. Andrew’s phonic assessment sheets to ascertain exactly where the gaps are. These sessions will follow the St. Andrew’s Phonics Overview, using the Letters and Sounds document.

Classroom Environment

In each Infant class is a phase appropriate Phonics display, concentrating on both sounds and key words that the children are currently learning. Phonics mats should be available in every lesson to support children’s early writing across the curriculum. In EYFS, the displays should reflect the letters and sounds that the children have been taught. This working wall

will be updated regularly. Phonics games will be out in the provision. The outdoor learning environment provides multiple opportunities to consolidate learning and both the indoor and outdoor environment is rich with print.

Reading scheme

Systematic synthetic phonics plays a key role in a rich and varied reading programme. The school has invested in a reading scheme to support children to apply their phonic knowledge and skills, as well as develop their reading comprehension. Reading books that match the phonics phases allow children to consolidate and apply their phonics knowledge. Reading books are organised in line with the letters and sounds scheme and children are matched to books that include graphemes and tricky words children have been taught. This makes it easy for teachers, parents and children to choose a text that is matched to the child's growing phonic ability. All books from Pink-Blue band are completely phonetically decodable.

Lilac band	Letters & Sounds Phase 1
Pink Band	Letters & Sounds Phase 2
Red Band	Letters & Sounds Phase 3
Yellow Band	Letters & Sounds Phase 3
Blue Band	Letters & Sounds Phase 4
Green Band	Letters & Sounds Phase 5
Orange Band	Letters & Sounds Phase 5

Homework

Parental involvement is key in the acquisition of Phonics. Each child in Reception has a sounds book, which contains the sounds and the decodable, tricky & high frequency words to be learnt at home, after being taught them in the daily Phonics lesson. Phonics homework sheets are also provided. Children in Year 1 & 2 and KS2 receive weekly spellings to learn. A Reading & Phonics Workshop for Reception parents is held in the Autumn term.

Assessment

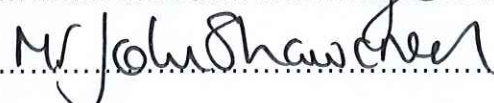
In the EYFS and KS1 we assess pupil progress on our Phonics assessment sheets for each phase. Throughout Year 1 pupils will be given homework and practice papers to identify specific skills or any gaps in learning in preparation for the Phonics Screening Test.

This policy was completed in January 2020.

Its implementation is seen as the responsibility of all staff.

Its use and effectiveness will be supported and monitored by the English Subject Leader & Assessment Lead, on behalf of the Head Teacher and Governors.

Signed  (English Subject Leader)

Signed  (Assessment Lead)

St Andrew's C of E Primary School – appendix 1



Overview setting out a minimum trajectory to secure Phase 3 by the end of YR

Phase 2- Up to 6 weeks

Phase 3- Up to 12 weeks

Phase 4- 4-6 weeks

Phase 5- Up to 30 weeks

Autumn 1 (based on a 7 week half term)	Autumn 2 (based on a 7 week half term)	Spring (based on an 12 week term)	Summer (based on a 12 week term)
Entry working within Phase 1 Concentrate on Aspect 5, 6 & 7- Alliteration & Oral Blending and Segmenting <i>(See pages 30-45 Letters & Sounds for more details)</i>	Entry secure at Phase 1 PHASE 2 Up to 6 weeks Week 1- s, a, t, p Week 2- i, m, n, d Week 3- g, o, c, k Week 4- c, k, e, u, r Week 5- h, b, f/ff, l/l, s/ss Week 6- Recap Phase 2 <i>(See pages 48-50 Letters & Sounds for more details)</i>	Secure at Phase 2 PHASE 3 Up to 12 weeks Week 1- Recap Phase 2 Week 2- j, v, w, x Week 3- y, z/zz, qu Week 4- ch, sh, th, ng Week 5- ai, ee, igh, oa Week 6- oo, oo, ar, or, ur Week 7- ow, oi, ear, air Week 8- ure, er Week 9- phase 3 graphemes Week 10- 12 Revise and Revisit Phase 2 & 3 <i>(See pages 73-77 Letters & Sounds for more details)</i>	Secure at Phase 3 PHASE 4 4-6 weeks Week 1- Recap Phase 3 (blending for reading/segmenting for spelling) Week 2- CVCC 1-7 letters & Phase 3 graphemes Week 3- CCV/CCVC 1-7 & Phase 3 G's Week 4- & 5 CCVCC, CCCVC, CCCVCC 1-7 Phase 3 G's Week 6 CVCC/CCV/CCVC polysyllabic Week 7 CCVCC/CCCVC & CCCVCC polysyllabic <i>(See pages 107-108 Letters & Sounds for more details)</i>
Application into guided reading and speaking & listening skills Continuous provision application opportunities	Application into guided reading and speaking & listening skills Continuous provision application opportunities	Application into guided reading and speaking & listening skills Continuous provision application opportunities	Application into guided reading and speaking & listening skills Continuous provision application opportunities

St Andrew's C of E Primary School



Overview setting out a minimum trajectory to secure Phase 5 by the end of Y1

Phase 2- Up to 6 weeks

Phase 3- Up to 12 weeks

Phase 4- 4-6 weeks

Phase 5- Up to 30 weeks

Autumn 1 (based on a 7 week half term)	Autumn 2 (based on a 7 week half term)	Spring (based on an 12 week term)	Summer (based on a 12 week term)
Entry working within Phase 3 PHASE 4 4-6 weeks Week 1- CVCC words Week 2- CCVC words Week 3- adjacent consonants Week 4- adjacent consonants Apply section has more focus on writing sentences Phase 5 weeks 1 & 3 should be covered <i>(See pages 107-108 Letters & Sounds for more details)</i>	Entry secure at Phase 4 PHASE 5 Weeks 1- 4 (page 132) Teach new graphemes for reading, about 4 per week ay, oy, wh, a-e ou, ir, ph, e-e ie, ue, aw, i-e ea, ew, oe, u-e au, o-e, zh Weeks 5 & 6 (page 136) Alternative pronunciations Week 5- i, o, c, g, u Week 6- ow, ie, ea, er	Secure at Phase 4 PHASE 5 Week 7- a, y, ch, ou <i>Begin week 8 teaching (page 133 & 144) Alternative spellings for phonemes</i> Week 8- c Week 9- ch, f, j Week 10- m, n, ng Week 11- r, s Week 12- sh Week 13- v, w, e Week 14- i, o, u Week 15- ai Week 16- ai, ee Week 17- ee Week 18- igh Application into guided reading and speaking & listening skills Continuous provision application opportunities	Secure at Phase 4 PHASE 5 (2/3 of the way through Phase 5) Week 19- oa Week 20- oo Week 21- oo Week 22- ar, or Week 23- or, ur Week 24- ur, ow, oi Week 25- ear, air Week 26- ure, er Week 27- er Application into guided reading and speaking & listening skills Continuous provision application opportunities