

Phonics at Elm Tree



'The Elm Tree Way'

To feel **Safe, Happy, Special** and have **Needs Met**

By being **Caring, Consistent** and **Calm** at all times!

Intent

At Elm Tree Community Primary School we are committed to the delivery of excellence in the teaching of Phonics. We are passionate about ensuring all children become confident readers and writers and that this happens as soon as possible. Phonics is a key skill that supports the development of early reading skills and our mission is to teach every child to read and write and to keep them reading throughout their lives.

Many of our children join Elm Tree after many negative experiences of school including multiple school placements and so it is widely known that a child's previous experience of phonics may have taken place across various programmes and often with large chunks of missed learning having occurred. Often our children really struggle to overcome this as well as many other barriers to learning to read and write including; global delay, difficulties in speech, language and communication difficulties, dyslexia, fine and gross motor difficulties, ASD, ADHD and auditory and visual difficulties. We ensure that the way we approach phonics is multi-sensory and does not overwhelm the children into 'shutting down' when learning phonics as the main approach to reading and writing.

Through Little Wandle Letters and Sounds programme (revised) we aim to ensure that the flexibility offered within the programme meets the complex needs of our children and facilitates staff to ensure that all children make progress in their phonics learning and development, wherever their gaps are and at whatever pace is necessary to ensure children are applying their phonic knowledge and skills to reading and writing.

Implementation

'The purpose of phonics is to quickly develop pupils' phonemic awareness, which is their ability to hear, identify, and use phonemes (the smallest unit of spoken language), and to teach them the relationship between phonemes and the graphemes (a letter or combination of letters used to represent a phoneme) that represent them (EEF 2017).'

The Little Wandle Letters and Sounds programme (revised) is synthetic in its approach to teaching phonics and encourages decoding by blending and segmenting as its prime approach. We acknowledge the importance of phase 1 activities as these also support our children with many other aspects of the curriculum and also feed directly into so many of their EHCP (Education and Healthcare Plan) targets, which is why we encourage the practice of these skills throughout every phase and Key Stage in school.

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

Activities within the seven aspects are designed to help children:

1. listen attentively;
2. enlarge their vocabulary;
3. speak confidently to adults and other children;
4. discriminate phonemes;
5. reproduce audibly the phonemes they hear, in order, all through the word;
6. use sound-talk to segment words into phonemes

All of the above are vital in order for our children to be successful in learning phonics and is the reason we give so many opportunities for children to practice them across the curriculum.

This programme overview shows the progression of GPCs and tricky words. The progression has been organised so that the children are taught from the simple to more complex GPCs, as well as considering the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences and later on, in fully decodable books.

Phase 2 Graphemes	New Tricky Words
s a t p i n m d g o c k c k e u r h b f l ff ll ss j v w x y z zz qu ch sh th ng nk <ul style="list-style-type: none"> • Words with -s /s/ added at the end (hats sits) • Words ending -s /z/ (his) and with -s /z/ added at the end (bags) 	Is I the Put* pull* full* as and has his her go no to into she push* he of we me be

- The tricky words 'put' 'pull' 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Phase 3 Graphemes		New Tricky Words
ai ee igh oa oo oo ar or ur ow oi ear air er <ul style="list-style-type: none"> • Words with double letters • Longer words Review phase 3 <ul style="list-style-type: none"> • Longer words, including those with double letters • Words with -s /z/ in the middle • Words with -es /z/ at the end • Words with -s /s/ and /z/ at the end 		Was you they my by all are sure pure Review all taught so far

*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such

Phase 5 Graphemes	New Tricky Words
/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ eye donkey /oo/ ui ou fruit soup	Any many again Who whole where two School call different Taught through friend work

Phase 5 graphemes	New Tricky Words
/ur/ or word /oo/ u oul awful could /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half* father * /or/ a water Schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze Schwa at the end of words: actor	Once laugh because eye

*The tricky words 'half' and 'father' may not be pronounced as this in some regional pronunciation; in which case, they should be not treated as such.

Phonics screening check review	No new GPCs or Tricky Words
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Phase 5 graphemes	New tricky words
/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y cystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more	Busy beautiful pretty hour move improve parents shoe

Planning and timetabling

It is expected that any child who is working at a level for which phonics is suitable, has daily timetabled sessions with a trained practitioner. This may be the case for some of our Key Stage 2 children in addition to our Early Years and Key Stage 1 children. Phonics sessions should be succinct and well planned and total 20 minutes each day; this however is unique to individual children.

All children are grouped or streamed across departments where it may be appropriate or in some cases, taught on a 1-1 basis so that all children are accessing the appropriate next steps in their phonics journey. Each group will have a specific phonics plan to follow which follows the steps laid out in The Little Wandle Letters and Sounds programme (revised) to ensure that new learning is practiced and applied for reading and writing and will include sections;

- Revisit/Review
- Teach
- Practice
- Apply

Assessments

Upon entry to Elm Tree, all children will be assessed as to where they are attaining in their phonics knowledge. We use the Little Wandle Assessment programme which check a child's knowledge of GPCs (grapheme phoneme correspondences) as well as sections on blending and segmenting and tricky words. These assessments often highlight gaps in learning or highlight the next steps or phonic phase a child is ready to access.

In addition to this, at the end of each half term, all children will be assessed on their new learning on the same assessment documents, which will be 'marked' in a different colour depending on the half term. This allows class teachers and the Phonics Lead to assess the effectiveness of phonics teaching across the school and also helps to identify those lowest 20% who need additional intervention. Class teachers use this data to plan for the next half term and consider new groupings should children surpass expectations or require extra support. This ensures that all children move at an appropriate pace to suit their needs and gives them flexibility in line with their additional needs.

For children who have been accessing phonics for a period of two years at Elm Tree and have made little to no progress, the Whole Word Reading Approach will be implemented through intervention. This is assessed on an individual basis.

Whole Word Reading Approach is a method of language and reading instruction based on the idea that the children learn the whole word at a time without focusing on the individual sounds that make up those words. The children learn the word from sight through repeated exposure and memorisation. This approach takes place through the use of flashcards, picture and word association, picture books, audio, games and primarily repetition.

As with any school setting, children in Year 1 will undertake the Phonics Screening Check if it is deemed appropriate. Year 2 children will also undertake the check if they did not meet the pass criteria in Year 1. Children take the national phonic screening test to confirm whether they have learnt phonic decoding to the expected standard. The check consists of 20 real words and 20 pseudo words that children read aloud to the teacher. Samples of the test can be found at www.gov.uk. Parent/carers will receive a letter stating whether their children have met the expected standard. This should go out with the child's report.

Reading books play a huge part in phonics as children learn to read, our phonics reading books are all directly matched to the phonics sounds the children are learning and the phase they are working within. Further information on reading can be found in the Reading at Elm Tree Policy.

Organisation

The phonics leader is responsible for phonics through the school.

This includes:

- Ensuring continuity and progression from year group to year group
- Providing all members of staff with guidelines and a scheme of work to show how aims are achieved and how the variety of all aspects of phonics is to be taught

- Advising on in-service training to staff where appropriate
- Advising and supporting colleagues in the implementation and assessment of phonics throughout 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 school

The class teacher is responsible for:

- Ensuring progress in the acquisition of phonic knowledge and skills
- Developing and updating skills, knowledge and understanding of phonics
- Identifying needs in phonics and take advantage of training opportunities
- Keep appropriate on-going records
- Planning effectively for phonics, liaising with the phonics leader when necessary
- Informing pupils and parents of their progress, achievement and attainment

Impact

Through implementing the above and careful monitoring from the Phonics and English Leaders:

- Pupils will be confident in their phonic knowledge
- Pupils will be able to blend and segment words confidently
- Pupils pass the Phonics Screening Test
- Pupils learn to love reading through fun but challenging phonic activities
- A culture where a secure knowledge of phonic sounds enables reading for pleasure as part of our reading curriculum.

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