



# Phonics Policy

Adopted by GB – November 2015

Signed:.....

## **Phonics Policy**

### **Introduction**

The teaching and understanding of synthetic phonics is fundamental in the process of children learning to read and write. Synthetic phonics is taught in a specific order with the view to quickly building up a bank of words which children are able to decode (read) and segment for spelling (write).

### **Aim of policy**

- To ensure phonics is taught systematically and consistently across the school.
- To ensure consistent use of terminology.
- To ensure progression in phonetic knowledge and early reading in line with national expectations.
- To ensure children at Garden City Academy pass the National Phonics Screening (Year 1) in line with National expectations.
- To establish expectations to ensure high quality teaching of phonics.
- To establish expectations to ensure consistent assessment of children's phonetic understanding.
- To ensure all children are equipped with the skills and appropriate methods in order to decode.
- To ensure all children are able to apply the skills they learn in phonic lessons, across the curriculum.
- To develop children's confidence and competence in reading.
- To encourage a positive attitude to reading.

## **Phonics at Garden City Academy**

### **Scheme of Work:**

- Phonics will be taught using the Letters and Sounds (DfES 2007) scheme of work.
- The teaching of phonics will be supported using the songs and actions from Jolly Phonics (with particular emphasis in the Early Years Foundation Stage).
- Teachers' planning will be supported by the LCP Phonics Planning document for Letters and Sounds. However, teachers will be expected to adapt the planning to suit the needs of the children and to make the lessons interactive through a variety of phonics games and activities.

### **Classroom Environments:**

- All classrooms in Foundation Stage and Key Stage 1 should have phoneme cards displayed, in a position which is easily visible to the children. This should be appropriate the phase of phonics the children are working at. E.g. Phase 2/3 phonemes displayed in Reception classes, Phase 5 phonemes displayed in KS1 classes.
- All classrooms throughout the school should have phoneme mats or spelling pattern mats available for children to use within their classrooms. These should be appropriate to the individual needs and phonic development of the children.
- Children at early stages of decoding for spelling should have the opportunity to use this within shared writing in class. Flipchart pages on display around the classroom should reflect this.
- Phonic displays within the classroom should be changed and updated to support the development of the children, and the children should be encouraged to refer to displays when reading and writing.

## **Assessment:**

### ○ SCHOOL-BASED ASSESSMENT

Children's attainment and progression within phonics will be tracked as they move through the school from the summer term of Nursery onwards.

- This will be done on a half-termly basis by class teachers using the Garden City Academy Phonics Assessment grids and accompanying resources.
- Completed grids should be scanned on to the T-drive and class teachers should analyse their class data on the grade point system (for support with this please speak to phonics coordinator), stating which phase each child is working at and where they are within that phase.
- Class data should then be emailed to SLT including phonics coordinator.
- This data will then be used to re-group children on a half-termly basis.
- Children in year 1 (and previously not passed in year 2), will partake in a mock phonics screening check in January. This information will be used to support screening booster groups.

### ○ NATIONAL ASSESSMENT

- Children are assessed in July of Year 1 through the National Phonics Screening.
- During this assessment children read 40 phonetically decodable words which include 20 real words and 20 'nonsense' words which are indicated by a monster symbol.
- These decodable words include phonemes from across phases 2-5 (children need to be confident in understanding of all phoneme/grapheme correspondents from phase 2 to phase 5).
- For academic years 2011/2012 and 2012/2013 the pass mark has been set at 32/40, however the pass mark is not released until test materials are sent so could be subject to change.
- The screening assessments are marked within school and are then reported nationally for comparison.
- Children who do not pass the screening in July of Year 1, must retake the screening in the following July (Year 2).

### ○ GCA SCREENING RESULTS

Date	Pass mark	National Average (% meeting expected standard)	GCA Pass rate
July 2012	32/40	58%	30.4%
July 2013	32/40	69%	54.2%

## Overview of Phonics Progression

<b>NURSERY</b>	<p><b><u>Autumn &amp; Spring Term</u></b> - Phase 1 games and activities to support speaking and listening.</p> <p><b><u>Summer term</u></b> - Children to familiarise themselves with the <a href="#">Jolly Phonics songs and actions</a> for phase 2 phonemes (in the Letters and Sounds order). - Phase 1 ongoing.</p>
<b>RECEPTION</b>	<p><b><u>Autumn Term</u></b> (after settling in period) - Phase 1 games and activities ongoing. - Children taught <a href="#">Phase 2 Letters and Sounds</a> through small group phonics on a daily basis, using <a href="#">Jolly Phonics actions to support</a>. - Learning environment and play-to-learn activities to support current phonics learning.</p> <p><b><u>Spring Term</u></b> - Children taught <a href="#">Phase 3 Letters and Sounds</a> through small group phonics on a daily basis, using <a href="#">Jolly Phonics actions to support</a>. - Learning environment and play-to-learn activities to support current phonics learning. Using phonics within CLL area actively encouraged.</p> <p><b><u>Summer Term</u></b> - Children taught <a href="#">Phase 4 Letters and Sounds</a> through small group phonics on a daily basis, using <a href="#">Jolly Phonics actions to support</a>. - Children to be writing caption and simple sentences, applying phonics knowledge. - Children to be reading phonetically decodable books, applying phonics knowledge.</p>
<b>YEAR 1</b>	<p><b><u>Autumn Term</u></b> (up to October half term) - Children to revisit <a href="#">Phase 4 Letters and Sounds</a> through whole-class activities and intervention groups as appropriate. - Children to revisit <a href="#">Jolly Phonics Songs and Actions</a> to continue the link between FS and KS1.</p> <p><b><u>Autumn 2/ Spring Term/ Summer Term</u></b> - Children taught <a href="#">Phase 5 Letters and Sounds</a> through small group phonics, grouped across Key Stage 1.</p> <p><b><u>Summer Term 1</u></b> (Easter to May half term) - Children to be given additional opportunities to prepare for the National Phonics Screening Check. This should be within class and as part of small group intervention.</p> <p><i>* Throughout Year 1 the learning environment within the classroom should support the children's phonics learning through phonics displays of phoneme cards, high frequency words and tricky words. Children should also be taught to use and access phoneme mats appropriate to their age and stage to support their writing and phonetic spelling.</i></p>
<b>YEAR 2</b>	<p><b><u>Autumn Term</u></b> - Children to <a href="#">revisit</a> key areas of <a href="#">Phase 5 Letters and Sounds</a> which have been highlighted as areas needing further input.</p> <p><b><u>Spring/Summer Term</u></b> - Children to be taught <a href="#">Phase 6 of Letters and Sounds</a> focusing on rules for spelling. This coincides with the GCA Spelling Policy.</p>
<b>KS2</b>	<p>- Children showing considerable gaps or a lack of understanding of phonics will be highlighted in the summer term of year 2. - Phonics interventions will be taught in KS2 in small groups as appropriate.</p>

## Expectations of Phonics Lessons

### Structure of Lessons:

- In the Foundation Stage phonics will be taught on a daily basis.

- In Key Stage 1 phonics will be taught four times a week with additional boosting sessions as needed to support gaps in knowledge or to prepare for the National Phonics Screening.
- All taught phonics sessions should follow a 4-part structure as described below, (approximately 5 minutes per section):
  - **Revisit/Review** – Revise previously taught phonemes, graphemes, high frequency words or non-decodable ('tricky') words. This section should be game or activity based.
  - **Teach** – Teach a new or alternative phoneme/grapheme. Children should be able to hear the phoneme and repeat it orally, see the grapheme written and practise writing it and be given examples of taught grapheme within words. Children to have opportunities for blending for reading with adult support.  
*NB: When teaching digraphs or trigraphs, adults should teach the children the grapheme in joined handwriting to support understanding that '2/3 letters make 1 sound.'*
  - **Practise** – Children to practise the taught phoneme/grapheme through blending for reading and segmenting for spelling. This section can include activities such as matching words and pictures or buried treasure.  
*NB: When segmenting for spelling children should be using the phoneme boxes at the top of their phonics boards.*
  - **Apply** – This section should be used as an opportunity for children to independently apply their understanding of the phoneme/grapheme taught within the session. This can be done through writing a sentence using previously taught HFW and a word which includes the taught phoneme or reading a decodable sentence appropriate to the children's stage.

### **Ongoing Practice:**

- Consideration should be given to using a wide range of resources to suit the learner's need and the learning environment should support the learning further as highlighted above.
- Each adult leading a phonics group should have phonics whiteboards, whiteboard pens, phoneme cards, plans and access to a teaching whiteboard.
- Children should all use phonic whiteboards during their sessions which include the phoneme box at the top of the board. Phoneme boxes should be used for writing any decodable words (segmenting for spelling) with each phoneme in a separate box, but not when writing non-decodable words.
- All adults should be using and sharing the correct terminology with children. E.g. phoneme, grapheme, split digraph etc.
- Children should be given individual verbal feedback throughout each session.
- Children should sit in a semi-circle so that all children are able to see the teacher's mouth clearly and the teaching board. Children's boards should be visible to the adult.
- Lessons should be as interactive as possible, with children engaging in games and activities.
- When children are writing on whiteboards, adults are advised to use '3-2-1 Show me!' (or similar) as a response in order to keep a good pace.

## Teaching Overview – Phonics Phases in Detail

<p><b>PHASE 1</b>  <b>Ongoing</b>  Nursery/  Reception  high  promotion</p>	<ul style="list-style-type: none"> <li>○ 6 aspects of phase 1 which are ongoing throughout.</li> <li>○ Some children develop this at different stages (particularly children with SEND).</li> <li>○ <u>Environmental sounds</u> <ul style="list-style-type: none"> <li>- develop listening and awareness of sounds</li> <li>- listening and remembering sounds</li> <li>- talking about sounds.</li> </ul> </li> <li>○ <u>Instrumental sounds</u> <ul style="list-style-type: none"> <li>- develop awareness of instrument sounds</li> <li>- to appreciate the difference between instrument sounds and others</li> <li>- to use a wider vocabulary to talk about sounds</li> </ul> </li> <li>○ <u>Body Percussion</u> <ul style="list-style-type: none"> <li>- to develop awareness of sound and rhythms</li> <li>- to recall patterns of sounds</li> <li>- to talk about sounds we can make with our bodies</li> </ul> </li> <li>○ <u>Rhythm and Rhyme</u> <ul style="list-style-type: none"> <li>- to experience rhythm and rhyme and develop awareness of rhythm and rhyme within speech.</li> <li>- to increase awareness of rhyming words</li> </ul> </li> <li>○ <u>Alliteration</u> <ul style="list-style-type: none"> <li>- to develop understanding of alliteration</li> <li>- to hear the difference between different starting sounds within words</li> <li>- to explore how different sounds are articulated</li> </ul> </li> <li>○ <u>Voice Sounds</u> <ul style="list-style-type: none"> <li>- to distinguish between different vocal sounds (including oral blending and segmenting)</li> <li>- to explore speech sounds</li> <li>- to talk about different sounds we can make with our voices</li> </ul> </li> </ul>
<p><b>PHASE 2</b>  <b>6 Weeks</b>  Autumn  term of  reception</p>	<ul style="list-style-type: none"> <li>○ Children to be taught the phase 2 phonemes in the following order alongside the written grapheme. <ul style="list-style-type: none"> <li>Set 1 – s, a, t, p</li> <li>Set 2 - i, n, m, d</li> <li>Set 3 – g, o, c, k</li> <li>Set 4 – ck, e, u, r</li> <li>Set 5 – h, b, f, ff, l, ll, ss</li> </ul> </li> <li>○ Children to be taught to orally blend and segment CVC words using the phase 2 phonemes.</li> <li>○ Children to be taught to blend and read the following high frequency words alongside the set of phonemes <ul style="list-style-type: none"> <li>Set 1 – a, at, as</li> <li>Set 2 – is, it, in, an, l</li> <li>Set 3 - and, on, not, into, can, no, go</li> <li>Set 4 – to, get, got, the, back, put,</li> <li>Set 5 – no, go, his, him, of, dad, mum, up</li> </ul> </li> <li>○ Children to also learn the alphabet and the correlation between phoneme and letter name.</li> </ul>

<p><b>PHASE 3</b>  <b>10 weeks</b>  Spring term  of reception</p>	<ul style="list-style-type: none"> <li>○ Children to be taught the phase 3 phoneme in the following order alongside the written graphemes.  Set 6 – j, v, w, x  Set 7 – y, z, zz, qu (<i>last of Letters and Sounds 'sets'</i>) <ul style="list-style-type: none"> <li>- sh, th, ch, ng</li> <li>- ai, ee, long oo, short oo</li> <li>- oa, ar, or, igh</li> <li>- ur, ow, oi, ear</li> <li>- er, air, ure</li> </ul> </li> <li>○ Diagraphs should be modelled to the children in joined handwriting to support the children with understanding that 2 letters together make 1 sound. (This coincides with the Nelson Phonics &amp; Handwriting programme which is also school policy).</li> <li>○ Children to blend and segment CVC words using a range of phonemes previously learnt (Phase 2/3).</li> <li>○ Children to be taught to blend and read the following high frequency words alongside the set of phonemes. <ul style="list-style-type: none"> <li>- off, can, had, back</li> <li>- are, see</li> <li>- was, will, with</li> <li>- my, for, too</li> <li>- you, this, that</li> <li>- they, then, them, down</li> <li>- her, now</li> <li>- all, look</li> </ul> </li> <li>○ Children to be taught to read the following tricky words. <ul style="list-style-type: none"> <li>- we, me, he, be, she</li> </ul> </li> <li>○ Children to read decodable two-syllable words.</li> <li>○ Children to read and write sentences using set 1 to 6 (phase2) letters and <b>no, go, the, and, to, I</b>.</li> <li>○ Children to practise reading and writing captions and sentences.</li> </ul>
<p><b>PHASE 4</b>  <b>4 weeks</b>  Summer  term of  reception  (revisited in  Autumn 1,  Year 1)</p>	<ul style="list-style-type: none"> <li>○ Children to revise and recall all Phase 2 and 3 phonemes.</li> <li>○ Children to read and write CCVC and CVCC words.</li> <li>○ Children to practise reading and spelling previously taught high frequency words.</li> <li>○ Children to read and spell two-syllable words</li> <li>○ Children to learn to <u>spell</u> the tricky words:  <b>we, me, he, be, she, they, all, are, my, her</b></li> <li>○ Children to <u>read</u> tricky words:  <b>said, so, was, you, have, like, some, come, were, there, little, one, do, when, out, what</b></li> <li>○ Children to <u>read</u> decodable words:  <b>went, from, it's, just, help, children,</b></li> </ul>

**PHASE 5**

**30 weeks**

Autumn 2,  
Spring,  
Summer of  
Year 1

- Children to be taught new graphemes for reading in the following order (Phase 5 Letters and Sounds):  
wh, ph, ew, or, au, e, a-e, e-e, i-e, o-e, u-e, 'zh' (treasure)
- Children to be taught alternative pronunciations for the following letters:  
i, o, c, g, u, ow, ie, ea, er, ch, a, y, ou, e, ey,
- Children to be taught alternative spellings for the following phonemes:  
ch, j, n, r, m, s, z, u, ear, ar, ur, air, or, oo, ai, ee, igh, oa, (y)oo, oo, sh
- Children to practise reading and spelling all previously taught High Frequency Words.
- Children to read and spelling polysyllabic words.
- Children to read and write sentences.
- Children to read the following words:  
oh, old, their, people, house, about, Mr. Mrs. don't, by, looked, time, your, called, asked, very, water, where, day, who, because, again, different, thought, any, saw, through, eyes, work, friends, mouse, once, could, put, many, good, away, laughed, want, over, how, did, man
- Children to spell the following words:  
said, so, have, like, some, come, were, there, when, out, made, came, one, make, here, do, what, please, little, oh, how, did, man, their, going, people, would, or, Mr, Mrs, took, home, looked, who, think, called, school, didn't, asked, know, can't, ran, bear, long, things, new, eat, everyone, our, two, has, yes, play, take, will, find, more, I'll, round, tree, magic, shouted, us, other
- Children to practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned.
- Children to practise reading and spelling words with adjacent consonants and words with newly learned graphemes.

**PHASE 6**  
**24 weeks**  
Spring/  
Summer  
Year 2

- Children to be taught past tense, past tense (irregular verbs)
- Children to be taught to spell polysyllabic words  
animals, garden, another, everyone, dragon, morning, granddad, narrator, classroom, together, grandmother, fishfinger, springboard, clingfilm, nightmare, nightdress, founder, importantly, especially, confidently, immediately, enormous, terrific, horrific, fantastic,
- Children to learn and practise writing common words  
keep, last, even, before, been, must, hard, am, run, red, bed, air, gran, key, fun, inside, hat, snow, live, next, first, lots, need, fish, gave, may, still, found, say, soon, night, best, bad, tea, top, fell, box, sleep, told, hot, book, cold, park, dark, gone, please, ever, miss, cat, after, much, most, tell, boat, let, every, stop, right, sea, began, feet, around, great, suck, horse, rabbit, small, giant, use, along, grow, sat, window, really, floppy, baby, door, boy, food, fox, way, room, these, car, three, head, king, town, its, green, girl, which, wind, wish, fly, only, place, mother, queen, fast, dog,
- Children to be taught a range of memory strategies for spellings.
- Children to learn how to use the following suffixes:
  - ed jumped, cried, stopped, wanted, lived, liked, pulled,
  - ing something, looking, coming, thing,
  - er never, better, under, river
  - est tallest, shortest, longest
  - s/es clothes, birds, plants,
  - ly suddenly, lovely, carefully,
  - y funny, chatty,
  - ness homelessness, hopelessness, forgetfulness,
  - ment enjoyment, requirement, achievement,
  - ful joyful, cheerful, successful,
  - less homeless, priceless,
  - en loosen,
- Children to be taught how to proof read.
- Children to be taught contractions using the common words – that's, I've, let's, there's, he's, we're, couldn't.
- Children to be taught rules for common positions of a phoneme/grapheme.  
E.g. ai/oi do not occur in ends of words so are changed to the ay/oy grapheme.
- Children to be taught common spelling pattern 'W Special'; that when an 'o' sound follows a 'w' it is represented by letter 'a'.
- Children to be taught common spelling pattern – that when an 'ur' sound comes after a 'w', it is usually spelt 'or'. The exception being 'were'.
- Children to be taught how to use a dictionary.
- Children to be taught common spelling pattern – that an 'or' sound before an 'l' is usually spelt with an 'a'.
- Children to be taught difference between their and there.

**Phonic Terms Glossary**

<b>Phoneme</b>	A single unit of sound within a word. E.g. c-a-t (3 phonemes), ch-a-m-p (4 phonemes)
<b>Grapheme</b>	The written correspondence to each phoneme. (How the sound is written down).
<b>Diagraph</b>	2 letters which together make one phoneme (sound) e.g. oa, ai, ee, or, sh.
<i>Short vowel diagraph</i>	2 vowels together making a shorter vowel sound in a word e.g. oo – book,
<i>Long vowel diagraph</i>	2 vowels together making a longer vowel sound in a word e.g. oo – food, ee – feet, ai – rain, igh – night
<b>Trigraph</b>	3 letters which together make one phoneme (sound) e.g. igh, ear, air, ure
<b>Split digraph</b>	(Taught at phase 5) When a long vowel sound is stretched around a consonant. E.g. like, cake, broken
<b>Segment</b>	To split up a word into its individual phonemes (also known as sound-talking or when you ask children to ‘sound it out’).
<b>Blend</b>	(In reading, after segmenting). To draw individual sounds back together to say a word. E.g. s-n-a-p → snap
<b>CVC word</b>	Word made up of consonant phoneme-vowel phoneme- consonant phoneme. E.g. c-a-t, ch-i-n, b-oa-t
<b>CVCC word</b>	Word made up of consonant phoneme - vowel phoneme- two consonant phonemes. E.g. n-e-s-t, sh-e-l-f
<b>CCVC word</b>	Word made up of two consonant phonemes – vowel phoneme – consonant phoneme E.g. s-t-o-p, b-r-ai-n, s-p-oi-l
<b>Decodable polysyllabic words</b>	A word with more than two-syllables which is phonetically decodable. E.g. chimpanzee (ch-i-m-p-a-n-z-ee), carnival (c-ar-n-i-v-a-l)

Phonics Policy – Appendix 2

**Letters and Sounds – Tricky words and High Frequency Words**

**Phase 2**

a	an	as	at	if	in
is	it	of	off	on	can
dad	had	back	and	get	big
him	his	not	got	up	Mum
but					
the	to	I	no	go	into

**Phase 3**

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

**Phase 4**

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

**Phase 5**

don't	old	I'm	by	time	house
about	your	day	made	came	make
here	saw	very	put		
people	Mr	Mrs	looked	called	asked
could	oh	their			