



Phonics Policy

Seven Stars Primary School

This policy was written by Rachel Warner. It will be reviewed and revisited in June 2021. This Policy covers our approach to Phonics throughout our school.

Taken from the Open Doors Curriculum:

Door 1 – Core Knowledge and skill

We believe that an effective curriculum for Reading, Writing, Maths and Science is a door for all pupils to enter into a more fulfilling and hopeful life where they can flourish and aspire to reach their full potential having a positive impact on the flourishing of those around them. Phonics develops children's reading which allows children to lead more fulfilling and hopeful life.

Purpose of study

Children will:

- Develop and use effective phonics skills.
- Develop and learn strategies for spelling with confidence and accuracy.
- Spell words accurately within the correct context.
- Take responsibility for proof reading and editing.
- Recognise that spelling is an integral part of their writing.
- Apply strategies that suit their learning styles (i.e. visual, auditory and kinesthetic).

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.

These aims will be delivered by:

- Quality daily phonics lessons that last between 20-30 minutes.
- Careful differentiation for all ability groups, addressing the needs of children with special educational needs and gifted children, based on ongoing formative assessment and teacher judgement. Usually children are in groups between 1-20 children.



- Well planned interactive lessons, delivered at a steady pace, that keep children engaged and focused.
- Opportunities to reinforce and apply acquired phonic knowledge and skills across the curriculum.

Curriculum planning

As a school we have chosen the Letters and Sound scheme of work and other schemes based on Letters and Sounds. The scheme of work supports our teachers in delivering fun and engaging lessons which helps to raise standards and allow all pupils to reach their full potential and become fluent confident readers. We are confident that the scheme of work more than adequately meets the national vision for Phonics. See Appendix i overview of phonic knowledge and skills to be covered in Phases One to Six.

Organisation

EYFS

- In EYFS, our pupils follow a high-quality, systematic programme of phonics teaching following the Letters and Sounds (DfE, 2007) teaching programme. Along side our teachers planning which ensures we are making the maintaining the right pace for our students.
- Each phonic session includes revisit, teach, practise and apply.
- Our phonics teaching makes strong links between blending for reading, segmenting for spelling and handwriting. We encourage all pupils to apply their phonic knowledge when spelling in all curriculum areas.
- Towards the end of the reception year, pupils are identified by an intervention teacher to determine who will need extra help to achieve their full potential. Pupils continue this additional intervention when necessary to ensure as many pupils as possible reach phase 5 by the end of Year 1.
- All data from the children will be tracked on an assessment tool.
- Children move groups at any point throughout the year depending on staff judgements. The groups are fluid and children move depending on necessary support.

Year 1

- In Year 1 our pupils follow high- quality, systematic programme of phonics teaching following the Letters and Sounds (DfE, 2007) teaching programme. Along side this our teachers plan / edit / adjust the programme which ensures we are maintaining the right pace for our pupils
- Each phonic session includes revisit, teach, practise and apply.
- Our phonics teaching makes strong links between blending for reading, segmenting for spelling and handwriting. We encourage all pupils to apply their phonic knowledge when spelling in all curriculum areas.



- By the end of Year 1, it is our expectation that the majority of our pupils will be secure at spelling Phase 5 words. Pupils who do not secure Phase 5 by the end of Year 1 are given additional support and intervention, throughout Year 2. However some children still receive phonic support in further year groups.
- As children complete phase 5, they will complete the final objectives as outlined by the National Curriculum for Year 1.
- Children move groups at any point throughout the year depending on staff judgements. The groups are fluid and children move depending on necessary support.

Year 2

- In Year 2 some small pupils follow high- quality, systematic programme of phonics teaching following the Phonics Play teaching programme which is based on the Letters and Sounds programme. Alongside this our teachers plan / edit / adjust the programme which ensures we are maintain the right pace for our students.
- Each phonic session includes revisit, teach, practise and apply.
- Our phonics teaching makes strong links between blending for reading, segmenting for spelling and handwriting. We encourage all pupils to apply their phonic knowledge when spelling.
- The majority of Year 2 children begin the no nonsense spelling programme.
- Children move groups at any point throughout the year depending on staff judgements. The groups are fluid and children move depending on necessary support.

Phonics Screening

Phonic screening takes place in June, for all Year 1 children. They are asked to read 20 real words and 20 pseudo words. The pass rate for the phonics screening is around 32. If children do not pass they are given further support in Year 2. This can include fast track phonics interventions with Mrs Warner, class teacher and support staff. These children then sit the test again in Year 2.

Assessment

- Children will be assessed at the end of each term. (See appendix ii) Children will be moved into different phonic groups based on teachers and support staff discretion.
- Phonics assessment will be passed on to the next teacher each year.
- As a result of assessments, children are able to progress at their own pace and according to their own needs.

Resources

- There are two resource areas within school, within the reading room and Reception class.
- Class teachers also have access to online resources such as Phonics Play and Twinkl.



Inclusion

- It is our aim to give every child the opportunity to experience success in learning and to be the best that they can be. We understand that some pupils will have specific learning and assessment requirements.
- Teaching strategies are planned to make lessons and the learning environment more conducive for children with specific learning needs.
- Teachers aim to include all pupils fully in their daily phonic lesson.
- Differentiated work, appropriate to individual needs is provided throughout the phonic lessons. For some lessons, extra adult support from a teaching assistant is also provided.

Monitoring, evaluation and feedback

Monitoring standards of teaching and learning within Phonics is the primary responsibility of the Phonics Leader. All teachers are expected to keep track of children's progress and termly submit class data.

Monitoring, evaluation and feedback will be achieved through:

- Observations.
- Discussion with class teachers and teaching assistants teaching phonic groups.
- Pupil Voice.
- Using recognised standards documentation for end-of-year expectations.



Appendix i

Overview of Phonic Knowledge and Skills to be covered in Phases One to Six

Phase One	Phase Two to Six	Phase Two up to 6 weeks	Phase Three up to 12 weeks	Phase Four 4 to 6 weeks	Phase Five throughout Year 1	Phases Six throughout Year 2
<p>Phase One paves the way for the systematic teaching of phonic work to begin in Phase Two</p> <p>In this phase activities are included to develop oral blending and segmenting of the sounds of spoken words. These activities are very largely adult led. However, they must be embedded within a language rich educational programme that takes full account of children's freely chosen activities and ability to learn through play.</p> <p>Phase One activities are designed to underpin and run alongside activities in other phases.</p>	<p>Knowledge of GPC's</p>	<p>19 letters of the alphabet and one sound for each</p>	<p>7 more letters of the alphabet. Graphemes to cover most of the phonemes not covered by single letters</p>	<p>No new grapheme – phoneme correspondences.</p>	<p>More graphemes for the 40+phonemes taught in Phases Two and Three; more ways of pronouncing graphemes introduced in Phases Two and Three</p>	<p>Word-specific spelling- i.e when phonemes can be spelt in more than one way, children learn which word take which spelling (e.g see / sea)</p>
	<p>Skills of blending and segmenting with letters.</p>	<p>Starting with a small set of GPC's and then increasing the number. Blend separate sounds together into whole words (for reading) segment whole words into separate sounds (for spelling) (e.g in, up, cat) Optional: Simple words of two syllables using taught GPC's (e.g sunset, laptop etc.)</p>	<p>Blend and segment sounds represented by single letters and graphemes of more than one letter, including longer words (e.g moon, night, thunder – choice of words will depend on which GPC's have been taught) Blend to read simple captions sentences and questions.</p>	<p>Blend and segment words with adjacent consonants (e.g went, frog, stand, jumps, shrink)</p>	<p>Blend and segment sounds represented by all GPC's taught so far. Try alternative pronunciation for graphemes if first attempt sounds if the first attempt sounds wrong (e.g. cow read as c-o-e)</p>	<p>Increasingly fluent sounding and blending of words encountered in reading for the first time. Spelling of words with prefixes and suffixes doubling and dropping when necessary e.g hop / hopping. Increasingly accurate spelling of words containing unusual GPC'S e.g laugh</p>
	<p>High frequency words containing GPC's not yet taught.</p>	<p>The, to, no, go, I</p>	<p>He, she we, me, be, was, my, you, her, they, all, are. Emphasise part of words containing known correspondences.</p>	<p>Said, so, have, like, some, come, were, there, little, one, do, when, out, what, Again emphasise parts of words containing known correspondences.</p>	<p>Oh, their, people, Mr, Mrs, looked, called, asked, water, where, who, again, though, through, work, mouse, many, laughed, because, different, any, eyes, friends, once, please.</p>	<p>As needed.</p>



YEAR 2	Total number of children	How many are EAL?	How many are boys?	How many are children?	How many are looked after?	PHASE 1 (number)	PHASE 2 (number)	PHASE 3 (number)	PHASE 4 (number)	PHASE 5 (number)	PHASE 6 (number)	PHASE 4+ %	PHASE 5+ %
On entry													
December						Red	Red	Red	Orange	Light Green	Dark Green		
March						Red	Red	Red	Red	Orange	Dark Green		
July						Red	Red	Red	Red	Orange	Light Green		

Outline of progress:

Next steps: