

# Shavington Primary School

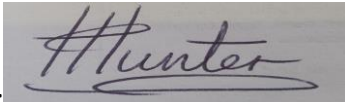


## Phonics Policy

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Signed: \_\_\_\_\_ (Headteacher)

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# Shavington Primary School Phonics Policy

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## **1. Introduction**

At Shavington Primary School we use synthetic phonics. The term 'synthetic phonics' refers to the process of blending the sounds of a word after sounding out the graphemes (written symbol that represents a sound) from left to right all the way through the word. This is 'decoding' from print to speech.

If a word is within the oral vocabulary of the reader the decoding process will automatically activate the meaning of the word. At Shavington, we work hard to make sure that children have a good oral vocabulary at the beginning of their education, encouraging children to have a wide vocabulary from a variety of core books, promoting the love of reading from an early age.

English speech has around 44 phonemes (smallest unit of sound) but only 26 letters to represent those sounds for the writing process (encoding). Within the English alphabetic code there is many spelling alternatives (graphemes) as code for the sounds and various graphemes can be pronounced in more than one way.

### **The synthetic phonics teaching principles**

These include:

- The explicit and systematic teaching of the alphabetic code (the letter/s-sound correspondences)
  - A focus on teaching the three core skills of blending for reading, segmenting for spelling and handwriting.
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- Keeping the alphabetic code knowledge taught up to date and the three core skills to immediate use with cumulative decodable words, sentences and texts.

## 2. Aims

Our curriculum aims to:

- 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 their 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' and 'high frequency words' on sight.
- To nurture a love of reading

## 3. Intent, Implementation and Impact

### Intent

At Shavington Primary School we are committed to the delivery of excellence in the teaching of phonics. We aim to give each child the skills to be able to read with fluency and expression as well as develop a love of reading that will stay with our children all their lives.

We passionately believe that teaching children to read and write independently and as quickly as possible, whilst encouraging them to draw on their BLP animal of resourcefulness, is one of the core purposes of a primary school. These fundamental skills not only hold the keys to the rest of the curriculum but also have a huge impact upon the children's self esteem and future life chances.

At Shavington Primary School we strive to teach children to read effectively and quickly, primarily using **The Floppy's Phonics** teaching programme. This includes teaching synthetic phonics, sight vocabulary, decoding and encoding words, as well as spelling and accurate letter formation. In addition to this, it also creates a wonderful platform for discussion and comprehension around texts. This structure of teaching uses the phonic phases that are outlined in the 'letters and sounds' programme in 5 levels, each with new phonemes to be learnt and increasing with difficulty as you progress through the levels. As a school, we recognise and understand the needs of children and make sure that the teaching we deliver provides them with the best chances of success. Where we find that Floppy Phonics is not supporting the children's needs (This is especially prevalent in the Resource

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Provision) we support the principles of Floppy phonics with additional resources or approaches, such as Attention Autism.

Using the Floppy phonics programme we

- Encourage them to focus on their BLP animal of reflectiveness to help them to spot new sounds that they can apply to new and unfamiliar words as well as question word meaning to broaden their understanding of a variety of texts.
- To develop the habit of reading widely and often, for both pleasure and understanding.
- To apply their phonic knowledge in both their reading and writing, accurately and coherently.
- To use the skills that they have learnt from the Floppy's Phonic scheme across the curriculum, especially in conjunction with the Pathways to Write Programme to support their reading, writing and spelling.
- To be independent learners, to use the resources from Floppy's Phonics to guide them through their learning, as well as getting them to add to classroom resources as they learn alternative graphemes for previously taught phonemes.
- To encourage them to ask questions about newly learnt vocabulary as well as being able to apply it in their learning and everyday life.
- To be able to use the skills that they develop throughout the programme to look beyond the words in front of them and to begin to question 'why' things have happened, as well as being able to predict what could happen next and explaining their reasons for their decisions.

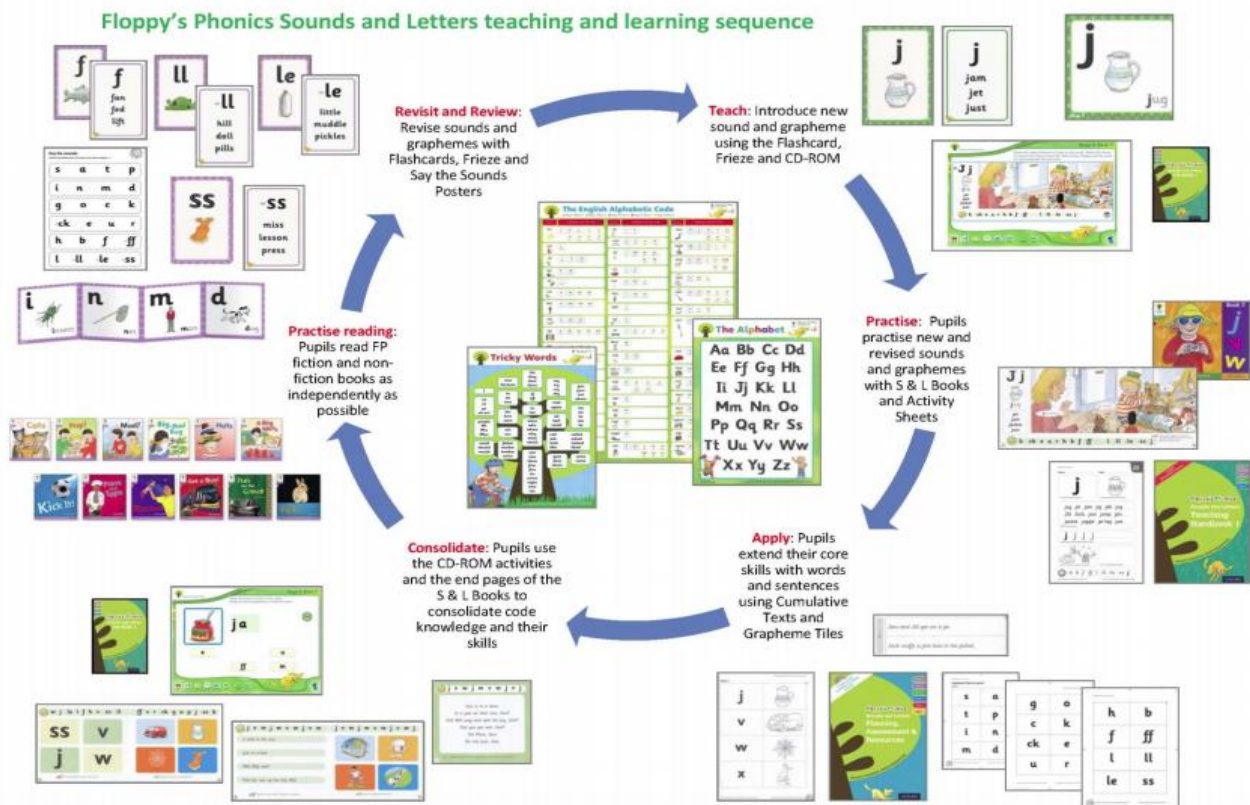
## **Implementation**

In order to deliver excellence in phonics at Shavington Primary School we use the Floppy's phonic scheme starting in Nursery and throughout KS1. Nursery will begin to implement this scheme in the spring or summer term (this will be dependent on the cohort of the children). We ensure that our teaching of phonics is rigorous, structured and enjoyable. In Reception and Year One, phonics will be taught as a discrete lesson every day where they are introduced to new phonemes, explore, practise and revise previous learning and have plenty of opportunities to apply the knowledge they have.

As children enter into Year Two, the Floppy's phonic scheme will be continued for as long as required to complete sections that run alongside the Year Two spellings, that either have not been covered or sections that have been identified by the Year One team as not secure with the children. For those children that did not meet the required standard of Phonics at the end of Year 1, they will be continuing with a discrete lesson from the scheme every day.

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For those children that fail to reach the required standards of phonics by the end of Year Two or those that require additional revisiting of certain parts of the scheme, Floppy's Phonics will be used to support these children as they go into KS2. For the children that continue Floppy's phonics in KS2, Floppy's phonics assessment in conjunction with the KS1 phonics screening, will show at which point the child needs to revisit the scheme.



The Floppy's phonics scheme follows a carefully structured routine that introduces children to new sounds and provides a wealth of activities to support this.

The Floppy's Phonics programme teaches the letter/s-sound correspondences of the English alphabetic code explicitly and comprehensively for reading and spelling. It includes the characters of Floppy the dog, Biff, Chip and Kipper and their family and friends, which engages children fully for the phonics teaching & learning, vocabulary enrichment and language comprehension.

Initially children's listening skills are developed through the use of music, environmental sounds and rhyme. During their journey from nursery through the Early Years Foundation Stage and Key Stage 1 they are taught the 44 phonemes (sounds) that make up all the sounds required for reading and spelling. These phonemes include those made by just one letter 'b as in bed' and those that are made by two 'ai as in rain' or three letters 'igh as in high'.

Children are taught the key skills of blending sounds together for reading and segmenting (breaking up) words for spelling.

As the children grow in confidence and experience, they are introduced to alternative ways of representing the same sound, e.g., 'ee' can be represented as 'ee, as in

bee', 'ea as in tea', 'e-e as in theme' and 'e as in we'. They also learn when to apply simple spelling rules and use verbs in the correct tense.

We use a range of multisensory strategies to enthuse and engage the children, including the use of interactive whiteboards, grapheme tiles, speaking and listening, and practical activities. Children work with pace and are encouraged to apply their knowledge across the whole curriculum.

The Floppy Phonics scheme supports the staff in making sure that phonics is taught in a way that models correct articulation at all times as this is vital in helping children to learn to blend sounds together. We make sure that the sound produced (each individual phoneme) is as precise and as accurate as possible and no additional sounds are added. For instance the sound /m/ needs the sound/ mmmmmm/ and not /muh. The structure of the Floppy's phonics scheme really supports this – with the interactive resource giving clear examples to support both the teacher and the children. In addition, as this resource is also available for home learning, if a child is unable to attend school, it also allows support for families who are covering part of the curriculum from home.

The use of Floppy's phonics also provides the children with the additional resource of being introduced to common exception words – words that are not completely phonetically regular. Using the Floppy's phonics terminology these are called Tricky words/common exception words. These are taught throughout the phases of the scheme and are also revisited with the Pathways to Write scheme that is used throughout the school to teach writing.

We realise that the Floppy's Phonics scheme does not provide the children with exposure to nonsense words that are part of the phonics screening assessment in Year 1. Therefore, we make sure that children are exposed to these types of words by using a variety of other learning resources (e.g. Twinkl and phonics play) and games so that children remain confident in being able to apply their phonic knowledge in a variety of different contexts.

At Shavington Primary School, when children in reception enter into the Summer term, they begin to use the floppy phonics sheets and we send them home to share and revisit with parents. As the children go into Year One we use folders to store evidence of the children's work and their assessment. In Year One, these folders become vital in assessing the needs of the children, and provide an effective bank of resources, that clearly identify the needs of each individual child. These can be used for interventions, revision, stretch activities and as the skill set of the children develops, more of an independent learning tool – encouraging children to use these folders independently to build upon their skills.

At Shavington Primary school, we feel it is very important to foster a love of books with the children. Children in Nursery are given books to share at home to promote their love of stories and develop their story language and understanding. Floppy's Phonics wordless books are used both at home and school starting in the Spring term. Wordless books are great for allowing children to use their imaginations and develop their language. In Reception and Year One we send home two types of books – A reading for pleasure book (with the focus being more on the enjoyment of the book and identifying and applying their knowledge of the common exception words) and a phonetically decodable book. In the initial stages of the scheme, when children are just beginning to learn their phonemes, grapheme tiles and other

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additional resources are sent home to allow them to practice their sounds. When they have reached the point in the scheme where they have enough sounds that they can access the decodable books, these are then introduced to them.

Assessment in phonics is seen as an integral part of teaching and learning and is a continuous process. We strive to make our assessment purposeful, allowing us to match the correct level of challenge to the individual needs of the pupil, thus benefiting pupils and ensuring progress.

It is the class teacher's responsibility to keep track of the progress made by all the children in their class. If any concerns arise then the phonics coordinator is there to offer support or direct them to members of staff that have the best skill set to be able to support them. As the Floppy's Phonics scheme is continuing to be embedded into the school, the phonics coordinator will work alongside staff to adapt the scheme to meet the needs of the children to make sure that all are given the opportunity to achieve and are inspired by the scheme as well as promote a love of reading. The Phonics coordinator has the responsibility to see how it is being used across EYFS and KS1, see how good practice can be shared, as well as offer support for introducing those children in KS2, who have been identified as needing additional support to the scheme.

Using a variety of different methods, the progress of the children is carefully monitored. In conjunction with the Floppy's phonics assessment materials, we also talk to children, ask questions, observe their work and use past phonic screening papers to identify the specific needs of the children. We also look carefully at how the scheme is impacting their progress in the Pathways to Write scheme.

From reviewing the assessment of the children, teachers are then able to target specific daily one to one interventions, group interventions and weekly interventions. It also helps to inform them how they can adapt their classroom displays and adapt their English curriculum to continue to support the needs of the children.

## **Impact**

By the time children leave KS1 our aim is for children to be fluent and confident readers who are able to use their phonic skills and knowledge of common exception words to access and enjoy a variety of texts. As they progress into KS2, children should have a good understanding of the alphabetic code and be resourceful readers and writers who reflect upon their learning. Children have been subjected to a wide variety of texts, both from their own individual reading as well as those shared with the class. As a result, children will have a thirst for reading and are able to participate in discussions, ask probing questions and apply their skills across the curriculum.

Throughout the teaching of Floppy's phonics we are able to measure their attainment after each level and provide children with correct additional support to either help embed their learning or provide them with the next level of challenge. In addition, we are able to see the impact of this programme with their progress in the Year One phonics screening check as well as the use of the statutory assessments at the end of Key Stage One and Two. These results are measured against the reading attainment of children nationally.

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We are able to use all of this to make sure that the teaching of good synthetic phonics continues to follow those children throughout their primary education. However, we firmly believe that reading is the key to all learning and so the impact of our reading curriculum goes beyond the results of the statutory assessments.

#### **4.Roles and Responsibility**

##### The Local Advisory board

The Local Advisory Board will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation.

The Local Advisory Board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets.
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement.
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN).

##### Headteacher

The Headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives, which reflect the aims of the school and indicate how the needs of individual pupils will be met.
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the Local Advisory Board.

##### Phonics Lead

The Phonics Lead will be responsible for:

- Monitoring of planning and children's work.
- Lesson observations and learning walks to ensure consistency within lessons
- Supporting staff members with planning and teaching wherever necessary.
- Keeping up to date with initiatives and delivering training to staff.

##### Teaching Staff

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All other teaching staff will ensure that the school curriculum is implemented in accordance with this policy.

#### Staff development:

Supported by the phonics Leader, teachers are expected to keep up to date with subject knowledge and use current materials that are available in school. Training needs are identified as a result of whole school monitoring and evaluation, performance management and through induction programmes

### **5. Organisation and planning**

Our Nursery, Reception and KS1 teachers use the Floppy Phonics curriculum to deliver phonics.

In Reception, the order that the sounds are presented to the children has been updated in-line with the 'Statutory Framework for the Early Years Foundation Stage' and to also support the English Pathways to Write scheme. All Reception sounds are covered and the corresponding phonetically decodable reading books are used to support the in class learning.

In Year one, the teachers assess the children as they join the class to work out where to start the scheme from after the summer. The teachers make sure that sounds that are not secure are embedded in their learning before they move forward. Children that are behind will revisit previous sounds with daily interventions that will run alongside the whole class teaching.

As the children go into Year Two, the scheme will be completed and will run alongside the Year Two spellings. For children that have not passed the Phonics Screening in Year One, they will be given daily phonics interventions, following the scheme, that allows them to develop their knowledge, ready to re-sit the screening with the current Year One children.

As children go into KS2, Floppy's phonics principles will be continued to support children with their learning. Those that did not pass the Phonics Screening in Year 2, or those children that would benefit from additional phonics support, will continue to use the Floppy's Phonics scheme to support their reading and writing.

#### Teaching and Learning

Teaching and learning is differentiated to best meet the needs of the class and the individuals within it using a variety of interactive and physical resources. Teachers follow a structured series of lessons using the principles and resources from the Floppy's phonics programme. All children will cover the same sound initially but their learning will be supported or stretched via the use of the Floppy's Phonics resources. Those children that need additional support to be able to retain and apply the taught sounds will do so with additional intervention time. In addition to this, to support the development of the children and for them to be able to apply their skills to nonsense words, teachers will also use time in the week to supplement the scheme with additional resources that provide children with exposure to nonsense words – such as phonics play.

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Phonics teaching allows the opportunity for: Whole class teaching

Group work

Paired work

Individual work

## **6. Assessment and Reporting**

Assessment is an integral and continuous part of teaching and learning in Shavington and as well as more formal assessments much of it is done informally as part of each teachers day to day work.

The structure of the Floppy's Phonic scheme and the 2 lesson approach, allows the teachers to assess the children's ability on the taught sounds on a weekly basis. This is continued with guided reading sessions where the children further use the sounds that are embedded, to read phonically decodable books. Children are revisiting the sounds as well as accessing tricky words – highlighting for the teachers those that would benefit from additional one to one or small group intervention work.

Children are also assessed in the application of their learning and in their ability to apply the taught sounds to their writing.

Children are assessed using the Floppy's phonics assessment material in conjunction with other materials to identify the needs of the children. As the children progress through the stages, the Floppy's Phonics material is used to guide planning. The KS1 statutory phonics screening also supports with assessing the progress of the children.

### Marking

The Floppy's Phonics material supports both children and teachers being part of the marking process with children being responsible for identifying those words that they can read as well as identifying words that they can read but that they cannot understand. The teacher also supports their marking by listening to the children read their activity sheets. Teachers also follow the 'Tickled pink' and Green for Growth' marking policy when looking at the children's application of their phonic knowledge in their writing.

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