



Suppose, Imagine, Succeed

STUDLEY
Infants' School

Studley Infants' Phonics Policy

At Studley Infants' we recognise that the ability to read, write and spell independently is one of the most important skills that we can teach our children from the very earliest age. It allows access to all other areas of the curriculum and is a vital life skill. We believe the most effective way of teaching young children to read, write and spell is through a systematic structured phonics programme. Therefore, in order for our children to read any kind of text fluently and confidently, and to read for enjoyment, the systematic teaching of reading through phonics is vital.

At Studley Infants' it is our intent to ...

- To provide consistent, high quality phonics teaching, through the delivery of Supersonic Phonic Friends
- To ensure that all staff are experts in the teaching of phonics and reading
- To ensure the teaching of synthetic phonics is systematic and progressive throughout Early Years Foundation Stage and Key Stage One to support phonetic knowledge and understanding
 - To ensure that children have secure phonetic knowledge, understanding and skills so that they can decode words confidently and apply this when reading and writing
- To enable children to apply their phonic knowledge in their reading and writing across the whole curriculum
- To ensure children have specific strategies to identify and read common exception words
- To encourage our children to read for enjoyment and recognise that this starts with the foundations of acquiring letter sounds, segmenting and blending skills
- To acknowledge that children need to be taught the key skills in segmenting and blending to be equipped with the knowledge to be able to complete the phonics check at the end of Year 1
- For our children to develop a love of reading and enjoy reading for pleasure confidently across a range of genre
- Track children from the start of their phonic journey to ensure that no child fall behinds
- Provide additional support for those children who are not making expected progress
- Develop strong relationships between home and school

Implementation

We believe that Supersonic Phonic Friends reflects the creative ethos of our school. It allows all staff to ensure commitment, consistency and creative quality first Teaching of Phonics across all Key Stages. It allows for active engagement at all times, ensuring every session is maximised and as each session follows exactly the same routine daily the children know exactly what is expected and can be tailored to meet the needs of all our children.

- Phonic lessons are delivered daily through Supersonic Phonic Friends ensuring coherently planned sequenced lessons that supports the effective teaching of phonics within Early Years Foundation Stage and Key Stage One

EYFS			KS1			
Nursery	Reception		Year 1			Year 2
Firm Foundations in Phonics 1 Wrap them in Rhyme and Oral Blending and Segmenting						
Firm Foundations in Phonics 1	The Basics 2	The Basics 3	The Basics 4	The Higher Levels of Phonics 5c	The Higher Levels of Phonics 5b	Statuary Spelling Appendices
Wrap them in Rhyme		The Basics 3 plus	Adjacent Consonants & Polysyllabic	Choose to Use	Switch it Spell Sounds	Spelling Patterns & Rules 6
General Sound Discrimination	Group 1 s a t p	The Basics 3	Group 1: CVCC	Group 1: ai/ay ee/ea igh/ie oa/oe oo/ue	Group 1: i o c g	Year 1 & Year 2 NC Appendices
Aspect 1	Group 2 i n m d	Group 1 j v w x	Group 2: CVCC & Polysyllabic	Group 2: ai/ay/a_e ee/ea/e_e igh/ie/i_e oa/oe/o_e oo/ue/u_e	Group 2: u ow ie ea	
Aspect 2	Group 3 g o c k	Group 2 qu z z y	Group 3: CCVC		Group 3: a a oi o	
Aspect 3	Group 4 ck e u r	Group 3 ch sh th ng	Group 4: CCVC & Polysyllabic	Group 3 oi/oy ur/ir ow/ou or/aw w/wh	Group 4: ue u_e ew	
Aspect 4	Group 5 h b f l	Group 4 ai ee igh oa	Group 5 CCVCC CCCVCC & Polysyllabic	Group 4: air/are n/kn r/wr f/ff/ph or/aw/au	Group 5: y y ch ch ou	
Phonological Awareness	Group 6 ll ff ss	Group 5 oo oo or ar		Group 5: n/kn/gn or/aw/au/ore ee/ea/e_e/eye e/ea/e_e/ey/y oo/ue/u_e/ew		
Aspect 4		The Basics 3 plus		Group 6: air/ are/ ear ur/ir/ or/ ch/tch j/dge ur/ir/ or/er		
Aspect 5		Group 6: ur ow oi er				
Aspect 6		Group 7: ure ear air				
Aspect 7						

- The structure of each lesson follows the five-part structure; Revisit and Review, Teach, Practise, Apply and Assess. Consistent repetition will help to ensure that the children have rapid and automatic recall of GPCs and common exception words each day and they will experience blending and segmenting activities to allow regular practice of these core skills.

- Teachers ensure that reading books are fully matched to the children's secure phonic knowledge to develop independent reading. The children should be able to read these books with 95% accuracy to help develop confidence and fluency. We want our children to feel confident and feel a sense of achievement to help develop a love for reading

- Every classroom displays a working wall and writing mats to provide a visual stimulus for children to refer to during and beyond the daily Phonics learning. The working walls help children to foster independence and provides previous learnt graphemes and common exception words

Impact

At Studley Infants' we want to inspire our children to Suppose, Imagine and Succeed. Our children will be able to ...

- Make good or better progress from their starting points to achieve their full potential
- Read fluently both for pleasure and to further their learning
- Enjoy across a range of genre
- Leave Studley Infants' School being able to effectively apply spelling rules and patterns they have been taught
- Demonstrate confident and resilience when faced with unfamiliar words by applying learnt knowledge and skills to segment, blend and read words which are real and nonsense
- Demonstrate high levels of engagement in Phonics and will apply their phonetical knowledge when reading and writing using the working walls to assist them when needed but become increasingly independent in this process
- Have an increased knowledge of common exception words when reading and apply these when writing

Assessment

Supersonic Phonic Friends is a programme rooted in the belief that “wrapping the children in lessons full of rhyme will allow children to achieve every time,” and that the careful and rigorous assessment will allow children at risk of falling behind to be pinpointed quickly so teachers can intervene effectively.

Children are assessed via:

- Tracking progress in individual lessons
- Through play in provision
- 1-1 reading decodable texts
- Home school reading texts
- Guided writing sessions
- Writing opportunities in the learning environment

Assessment also takes the form of half termly whole class trackers to allow staff to easily identify children who are on track, above or if they require extra support to ‘keep up’ in their phonics and the application of their reading and writing.

Whole class/Year group trackers also allow staff to track individual children’s progress across the phases and identify the lowest 20% in the cohorts to ensure precise gaps can be identified and staff can plan accordingly based on individual needs. This will form the basis for pupil progress meetings on a half termly basis.

Children across the school will also be given termly phonic screening assessments to track their progress towards the Phonic Screening Check during Year One. Children who move to Year Two and have missed out on passing the Phonics Screening Check will be monitored by their class teacher and Phonic interventions will continue to take place. Gaps in their learning will be assessed right from The Firm Foundations to allow for early skills to be secure and built upon.

Any children who are identified as needing extra support are provided enabling them to not fall behind others in the class.

Interventions **may** include...

Pre and Post teaching activities
Supersonic Phonic Friends Super Six Tasks
EPAT
Nessy Reading and Spelling Programme
Precision Teach
Extra reading sessions per week

Inclusion

We are aware that some child with SEND may need longer to master particular areas such as learning to read and write. The aim of Supersonic Phonic Friends is that all children, regardless of SEND, are included in the main teaching input. Subsequent, Phonics and Spelling provision for SEND pupils might include consideration of classroom organisation, adapted lesson activities, additional resources, in-class support or additional interventions.

Home Learning

Parental involvement is key in the acquisition of phonics and supports us in developing a cohesive whole-school approach. All we ask is that parents/carers are a pair of listening ears for our children to read to. All the teaching will have been delivered during our Supersonic Phonic Friends lessons.

- Children will be given a reading book closely related to their phonic ability each week to read at home
- Supersonic Phonic Friends Newsletters are sent out after each set of graphemes has been taught to offer examples of words/phrases and sentences for their child to read, spell and write

Monitoring and Review

The monitoring of standards of the quality of children's work and the quality of teaching is the responsibility of the subject co-ordinator, team leaders and senior management. The subject coordinator is responsible for supporting colleagues, identifying training needs, staying informed about current developments in the subject and for providing a strategic lead and direction for the subject in school.

The Headteacher allocates time to the subject co-ordinator so that they can review the quality of teaching and learning, track curriculum coverage and set appropriate targets in order to further improve Phonics throughout school. Observations and learning walks are carried out during the school year to ensure high quality and effective teaching is taking place consistently across the school.

A named member of the schools Governing Body is briefed to oversee the teaching and learning in Phonics and communicates with the subject lead throughout the year. The subject leader is responsible for creating and carrying out an action plan, based around the current needs of Phonics in school each year.