



The Manor School

Phonics Policy

Key Document details:

Author: [Charlotte Ellis](#)

Approver:

[Sarah
Todhunter](#)

Owner: [Charlotte Ellis](#)

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Key Points

- At the Manor we follow LCP phonics planning which is used as a guide to daily phonics delivery which offers a structured guide for planning phonics ensuring coverage of all phases. Phonics Play planning and interactive resources are used to support the delivery of planned activities.

Reception Term 1: Baseline wk1-3 Wk 4-7 - Phase 1 is assessed and reinforced with an emphasis on oral segment and blend. Phase 2 begins. (s, a, t, p, i, n,m, d) Songs are used as an effective resource to support rehearsal and introduction of new sounds.

Reception Term 2: Phase 2 (g, o, c, k, ck, e, u, r, h, b, f, l, ff, ll, ss). Phonics is taught at least 4 times per week with either a GPC focus or a use and apply with target intervention – Aim-reduce gap in acquisition. Build confidence in using phonemes to segment and blend.

Reception Term 3&4: Phase 3. Sessions focus on the 4 part structure seen below. These sessions take part at least 4 times a week. With sessions focusing on writing and reading.

Recap/ Revisit	Teach	Practice	Apply
Recap reading or spelling high frequency words taught so far.	Teach reading or spelling a new high frequency word.	Play a game using new GPC.	Read or write a sentence including new GPC and high frequency word.
Recap reading or writing GPCs taught so far.	Teach a new GPC. Model the skill of blending or segmenting.	Game focuses on the skill of blending or segmenting.	Find opportunities to refer to the new GPC throughout the day.

Reception Term 5&6: Phase 3 trigraphs will be taught moving onto Phase 4 when AFL indicates this is appropriate.

Phonics is taught at least 4 times per week and a different GPC is taught each day. As Above.

Key Stage I – Phonics is taught at least 4 times per week and a different GPC is taught each day through a 4 part lesson design which can be seen across KSI classes. LCP and phonics play are used as a guide to planning and delivery.

In Key Stage I two sessions of phonics are taught per day-

Recap/ Revisit	Teach	Practice	Apply
Recap reading or spelling high frequency words taught so far.	Teach reading or spelling a new high frequency word.	Play a game using new GPC.	Read or write a sentence including new GPC and high frequency word.
Recap reading or writing GPCs taught so far.	Teach a new GPC. Model the skill of blending or segmenting.	Game focuses on the skill of blending or segmenting.	Find opportunities to refer to the new GPC throughout the day.

Strategies

Each lesson focusses on teaching the skill of either blending or segmenting.

Agreed strategies to be used in each phonics lesson are:

1. Blending- sound buttons are used to notice single sounds, digraphs, trigraphs and split vowel sounds.

t a p



sh e d



ch a i r



b i k e



2. Segmenting- robot arms are used to break the word up into individual sounds.
3. Sound buttons are used to reinforce segment and blend.
4. A detective icon – encourages children to look for digraphs/trigraphs and split vowels in words.
5. Chunky Monkey is a strategy used to encourage segmenting words for reading including polysyllabic and unfamiliar words.

THESE STRATEGIES SHOULD ALSO BE INCLUDED IN OTHER LESSONS WHEN REFERRING TO PHONICS.

Assessment:

- Each child completes a phonics sound acquisition test in September, this offers teachers a baseline for where to start with their planning for the beginning of the year. This test is then repeated 2 further times throughout the year (Feb and April) and results are collated over time.
- Assessments are carried out during phonics sessions, whilst other children undertake independent phonics activities.
- Results are recorded on a phonics tracker.
- Results are used for gap analysis and interventions as necessary.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception		Phonics Assessment		Phonics Assessment		Phonics Assessment
Year 1	Baseline sound acquisition	Phonics Assessment	Phonics Screening (Intervention groups)	Phonics Assessment	Phonics Screening (Gap filling)	Phonics Screening (Yr1 June)
Year 2	Baseline acquisition for SPAG/phonics		Phonics Assessment	Phonics Screening (Yr2 Retake)	Phonics Screening (Yr2 Retake)	Phonics Assessment

Vocabulary

GPC	Stands for grapheme phoneme correspondence. Being able to match a phoneme to a grapheme and vice versa.
Phoneme	The smallest unit of sound in a word. There are approximately 44 phonemes in English.
Grapheme	A way of writing down a phoneme.
Blending	This involves looking at a written word, using knowledge of GPC to work out which phoneme each grapheme represents and then merging the phonemes together to make a word. This is the basis of reading.
Segmenting	This involves hearing a word, splitting it into the phonemes and using knowledge of GPC to work out which grapheme represents each phoneme and then writing the graphemes in the right order. This is the basis of spelling.
Digraph	A grapheme containing two letters that make one sound.
Trigraph	A grapheme containing three letters that make one sound.
Adjacent Consonants	Consonants which are next to each other with no intervening vowel.
Split Vowel Digraph	A vowel digraph which is split by a consonant. (a-e, e-e, i-e, o-e, u-e)

Resources and Games

	Recap/ Revisit
Blending	<ul style="list-style-type: none"> Flashcards Quick read- how many words can you read in a minute? Magic sound buttons- press your sound buttons in the air.
Segmenting	<ul style="list-style-type: none"> Write the sound- how many different ways can you write the sound? Quick write- how many words can you spell in a minute? Can you beat the teacher? Can you spell the word quicker than the teacher?
	Practice
Blending	<ul style="list-style-type: none"> Buried Treasure- (phonics play or game) Read the word and put it into the treasure chest or rubbish bin. Blending Bingo- choose 4-6 words on your whiteboard from a list of words. Teacher to segment a word and the class blends it together and crosses off if on their whiteboard. Phoneme Spotter- (letters and sounds) Highlight the words in the story or read the story as a class and stand up every time you hear a phoneme. Farmer, can we cross your river? Each child to have a word. Teacher to segment one of the words and the class blends into a word. Cross the river if it's your word. Word sort- put real and rubbish words around the classroom. Ask children to read the word and sort into a real and rubbish pile. Find your partner- children to read their word and find a child with the same word. Pass the box? Pick a word out of the box. Read it and match it to the picture/ object.
Segmenting	<ul style="list-style-type: none"> Word Hunt- put words on post-it notes around the classroom. Children to write the words on their whiteboard and sort into the correct column. (alternative spellings) Segment on a beadstring- move a bead across for each phoneme. Segmenting with a ball/ beanbag- throw a beanbag/ bounce or roll a ball for each phoneme in a word. 4 corners- label each corner with an alternative spelling. Write the word on your board and go to the corner you have chosen. (alternative spellings)

	<ul style="list-style-type: none"> • Memory Game- show the children 5 pictures on the board. Cover them up and give the children 2 minutes to write as many as they can on their whiteboard. • Pictures and chalk- show children a picture. Children write the word on the playground with chalk. • What's in the box? Choose an object/pic from the box and write the word on your whiteboard.
	Apply
Blending	<ul style="list-style-type: none"> • Read the sentence • Sentence substitution- (letters and sounds) swap one of the words in the sentence • Yes/ No questions- (letters and sounds) read the sentence and answer yes or no • Choose the answer- (letters and sounds) can you find the odd one out?
Segmenting	<ul style="list-style-type: none"> • Write the sentence- teacher to dictate a sentence • Write the sentence- can you write a sentence to match the picture?

Useful Links

ICT games – www.ictgames.com/literacy - blending bingo, sound buttons, writing repeater, forest phonics, foam phonemes plus many more useful games.

Letters and Sounds-

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/190599/Letters_and_Sounds_-_DFES-00281-2007.pdf

Jolly Phonics- <http://jollylearning.co.uk/overview-about-jolly-phonics/>

Phonics Play- <https://www.phonicsplay.co.uk/index.htm>

Phonics Plus- <http://www.communication4all.co.uk/http/PhonicsPlus.htm>

Phonics Songs- <https://www.teachyourmonstertoread.com/teachers-area/classroom-toolkit/phonics-songs>

Phonics Schools- <https://learn.readwithphonics.com/school/phonics-games>

