



# Notley Green Primary School

## Phonics Policy

### Introduction

Synthetic Phonics are taught from the beginning of Foundation through to the end of KS1 (Year 2) and beyond for those children in KS2 who it is deemed necessary for. At Notley Green the basis for our teaching and learning of phonics is the 'Letters and Sounds' Document.

Phonics teaching is evident daily in class teaching whether it is a direct teaching session delivered by the class teacher, a small group or 1:1 session delivered by an LSA or phonic work delivered as part of an English lesson introduction or plenary.

Children are assessed on entry to Reception (or when they join the school if after this time) to provide the class teacher with a baseline assessment and to allow the children to be grouped in accordance with each individual child's needs. These assessments are repeated half termly to track children's progress and to regroup children if necessary. Children not making expected progress are highlighted and an appropriate action/intervention decided upon.

This policy will need to be read alongside the English Policy and also the Spelling Programme used across the school.

### Our phonics teaching aims to –

- Teach children aural discrimination, phonemic awareness and rhyme awareness in order to encourage good spelling.
- Encourage repetition and consolidation, so that spelling becomes automatic.
- Present high quality, systematic phonics work ensuring that the teaching of phonics is lively, interactive and investigative.
- Enable children to start learning phonological knowledge and skills by the age of five, with the expectation that they will become fluent readers having secured word building, recognition and decoding skills by the end of KS1.
- Ensure that the children apply phonological knowledge as their first approach to reading and spelling (allowing for the fact that not all words conform to regular phonic patterns)
- Ensure that the children are taught to read and spell high frequency words that do not conform to regular phonic patterns.

- Ensure that children have opportunities to read texts and words that are within their phonological capabilities as early as possible, even though all words may not be entirely de-codable by the children unaided.
- Encourage the children to attempt to spell words for themselves within the range of their phonological knowledge, by building an individual repertoire and the confidence and strategies to attempt the unfamiliar.
- Help children to apply the skill of blending phonemes in order to read words.
- Help children to segment words into their constituent phonemes in order to spell words
- Learn that blending and segmenting words are reversible processes.

### Progression in phonics at EYFS (Foundation) and KS1

Teaching follows the Letters and Sounds approach to the teaching of phonics although the sounds are taught with actions (visual, auditory and kinaesthetic learning styles). Children in Foundation and Year 1 have Phonics Phase Cards that are sent home for further reinforcement. We encourage each child to practice their sounds at home regularly (each day).

Phase (from Letters and Sounds)	Phonic Skills and Knowledge
<b>Phase One</b> Nursery/Foundation	Activities are divided into seven aspects including environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and finally oral blending and segmenting
<b>Phase Two</b> (Foundation) up to 6 weeks	Learning letters of the alphabet - one sound for each in 5 sets. Set 1 – s,a,t,p Set 2 – i,n,m,d Set 3 – g,o,c,k Set 4 – (ck),e,u,r Set 5 – h,b,f,(ff),l,(ll),(ss)
<b>Phase Three</b> (Foundation) up to 12 weeks	Learning the remaining 7 letters of the alphabet - one sound for each. Set 6 – j,v,w,x Set 7 – y,z,(zz) and qu Graphemes such as ch,sh,th,ng (consonant digraphs) and ai,ee,igh,oa,oo,ar,or,ur,ow,oi,ear,air,ure,er (vowel digraphs) representing the remaining phonemes not covered by single letters. Reading captions, sentences and questions. On completion of this phase children will have learnt the 'simple code', i.e. one grapheme for each phoneme in the English language.
<b>Phase Four</b>	No new grapheme-phoneme correspondences are taught in

(Foundation) 4 to 6 weeks	this phase. Children learn to blend and segment longer words with adjacent consonants e.g. swim, clap and jump.
<b>Phase Five</b> Throughout Year 1	Children learn the 'complex code' by learning more graphemes for the phonemes which they already know, plus they learn different ways of pronouncing the graphemes they already know eg <i>tin, mind</i>
<b>Phase Six</b> Throughout Year 2 and beyond	Children work on spellings including prefixes and suffixes, doubling and dropping letters (see also the spelling programme)

The above is guidance for the expected progression in phonics teaching. Children who exceed expectation will not be 'held back' but encouraged to make rapid (and secure) progress in their phonic learning. Children not making expected progress will be given additional time and support to revisit the phases needed to ensure that their phonic knowledge is secure and they are ready to move to the next phase.

### **Priority of Phonics within the Curriculum:**

#### **Foundation Stage**

- To teach Letters and Sounds daily for 20 minutes from the child's start date. To differentiate the groups to ensure children are reaching their full potential and support given is appropriate.
- For all children to have completed phase 2 and 3 by the end of the year and be ready to start phase 4 in Year One.

#### **Year One**

- To teach Letters and Sounds daily for 20 minutes and at least x2 starter sessions in English.
- To differentiate the groups to ensure children are reaching their full potential.
- For all children to have completed phase 4 and 5 by the end of the year and be ready to start phase 6 in Year 2.

#### **Year Two**

- To teach Letters and Sounds daily for 20 minutes.
- To differentiate the groups to ensure children are reaching their full potential.
- For all children to have completed phase 6 by the end of the year and also regularly revisit the sounds and tricky words learnt throughout the Letters and Sounds phases.

#### **Key Stage Two**

- Further interventions to run for children who have not passed the phonics screening check at the end of year 2 and/or who have gaps in their phonological awareness.
- Teachers to use phonics to reinforce spelling patterns at every opportunity.

### **Phonics across the Curriculum**

Children are encouraged to use their phonological skills across all curriculum subjects. All teachers and teaching assistants model the correct articulation of the phonemes and children are given opportunities to articulate individual phonemes. We have a strong emphasis on the application of phonic knowledge at the point of learning. Planning ensures each phonics session shows evidence of new learning not just consolidation.

### **Teaching and Learning Styles**

The school uses the Letters and Sounds document. Letters and Sounds is taught throughout the whole school. Our principal aim is to develop the children's phonological awareness, ability to segment and blend words and read tricky words on sight - to become fluent readers! Our teaching at all levels should include:

- Teacher exposition
- Whole class, group and individual work
- Tricky word vocabulary

### **Phonics Planning**

Whole class teaching of phonics is modified from LCP Phonics Planning, which can be found on the staff server. This format includes the revisit/review-teach-apply- assessment cycles recommended by the Letters and Sounds document.

All Early Years and Key Stage One classes split into differentiated groups for the 9am daily phonics sessions – each teacher plans for their own group and any LSA's who lead phonics groups will have plans provided for them by the class teacher. Some more experienced LSA's and HLTA's will plan for their own groups.

### **Assessment and Reporting**

Opportunities for assessment will be identified in planning. At the end of each half-term children will be assessed on their progress on the Phonics Tracking Grids and groups adjusted accordingly. Each group will also be tracked on Phase Venn Diagrams, identifying children who are successful under each or all of the headings of 'segmentation', 'synthesis' and 'tricky words'. The class teacher will decide which phase the child should start to be assessed at and if they achieve a high result on the assessment grids they will try the next phase up; and vice versa if they do not achieve well.

The teacher will pass on these tracking grids to the next teacher for the following academic year.

Additionally, the children will be tested on 40 words in the style of the Phonics Screening Check at the end of Autumn and Spring term to track progress and identify any common areas of misunderstanding amongst the cohort or groups.

### **National Phonic Screening**

All children in Year One will be screened using the National Assessment materials in Term 6, end of June. If the children in Year 1 fail the screening they will be retested when they are in Year 2. This data will be submitted to the local Authority.