



Edmondsley Primary and Nursery School

Phonics Policy



Signed: M Glenton Date: Summer 2020

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What is Phonics?

Phonics is the knowledge of how the alphabetic sounds works and how these sounds are combined to correspond to the spoken word. This is made up of phonemes, which are the sounds which are made by blending letters to correspond to the spoken word and graphemes, which are the written equivalent of phonemes.

Aims

- To present high quality, systematic phonic work
- To enable children to start learning phonic knowledge and skills by the age of five, with the expectation that they will become fluent readers, having secured word building and recognition skills by the end of Key Stage 1.
- To ensure that the children apply phonic knowledge as their first approach to reading and spelling, even though all words do not conform to regular phonic patterns, with the ultimate goal being 'automatic and effortless reading and writing.'
- To ensure that the children are taught high frequency words which do not conform to regular phonic patterns ('Tricky words').
- To ensure that children have opportunities to read texts and words that are within their phonic capabilities as early as possible, even though all words may not be entirely decodable by the children unaided.
- To encourage the children to attempt to spell words for themselves within the range of their phonic knowledge by building an individual repertoire and the confidence and strategies to attempt the unfamiliar.
- To help the children to apply the skill of blending phonemes in order to read words.
- To help the children to segment words into their constituent phonemes in order to spell words.
- To learn that blending and segmenting words are reversible processes.
- To teach the children that 'phonemes' should be blended from left to right through the complete word in order for it to be read.

Phonics Implementation:

- Phonics is taught in a sequential programme of daily lessons across Reception, Nursery and KS1 in groups differentiated, according to children's phonic awareness and development. The Letters and Sound programme is followed, providing a synthetic approach to the teaching of phonics.
- This is supplemented by phonics play. Children who require additional support for phonics, reading and spelling are placed onto the Nussy programme (Key Stage 1 to Year 3) and Lexia Program (Year 3 to Year 6) to consolidate and extend phonetic knowledge, understanding and use.
- Our daily phonics sessions in Foundation Stage/Key Stage 1 give an opportunity for children to revisit their previous experience, by being taught new skills and sounds, practise together and individually and apply what they have learned. Our weekly spelling lessons in Key Stage 1 and 2 follow statutory guidance from the National Curriculum as well as spelling patterns/words which require revisiting for our children at Edmondsley Primary.



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Phases of the Phonics Programme

- Children in Nursery begin with Phase 1 which provides a range of listening activities through play, to develop their listening skills. Progress is tracked at the end of each term.
- As children move into Reception, they continue to build upon the listening activities and are introduced to Phase 2 which marks the start of systematic phonic work. Grapheme-phoneme correspondence is introduced. The process of segmenting whole words and selecting letters to represent those phonemes is taught through practise writing and saying the letters to decode words.
- Phase 3 completes the teaching of the alphabet and then moves on to cover sounds represented by more than one letter, learning one representation for each of the 44 phonemes. At this stage just one grapheme (spelling) is given for each phoneme.
- When children enter Year 1, they consolidate their knowledge of Phase 3 sounds to ensure they have a secure understanding. They then continue into Phase 4 where they start to read and spell words containing adjacent consonants. No new phonemes are introduced at this phase. It is expected that children will enter Phase 5 as they progress through year 1, broadening their knowledge of graphemes and phonemes for use in reading and spelling. They will learn new graphemes and alternative pronunciations for these and graphemes they already know, where relevant.
- It is expected that the majority of children entering Year 2 will start Phase 6 which develops a variety of spelling strategies including homophones (word specific spellings), spelling of words with prefixes and suffixes, doubling and dropping letters where necessary. Also, the accurate spelling of words containing unusual grapheme-phoneme correspondences eg laughs, two.
- The school spelling programs complement the phonics learning from Year 1 through to the end of KS2. The spelling of high frequency and tricky words are taught continuously throughout the phases. Words from the National Curriculum word banks are also present in the school spelling program and are learnt weekly.

Phonics Assessment

- Children's progress is continually reviewed, using formative assessments to allow for progression or consolidation, support or extension. Children are formally assessed at the end of each term using our phonics tracking system to ascertain what children have learnt and remembered. The National Phonics Screening Check is performed in June of Year 1. The purpose of the screening check is to confirm that all children have learned phonic decoding to an age-appropriate standard. The children who did not meet the required standard for the check in year 1 enter again in year 2 with additional support. As children enter KS2, provision is made for those children still requiring daily phonics.
- Phonics workshops in Reception and Year 1 give parents information about how they can support their children at home with phonics. Helping your child read at home workshops for Key Stage 1 and 2 are held annually to engage children and parents more with their child's reading.

Organisation

Early Years

- Phonics is taught every day for 10-20 minutes in Nursery and Reception as well as regular child-initiated activities which all children can access in their own learning.
- Within the Foundation Stage, children are assessed as to their phonic knowledge.
- In the Foundation Stage, classes are organised to promote social skills and the development of literacy, language and communication. Children work towards achieving a Good Level of Development for Language and Literacy.
- The Foundation Stage teaches phonics as described above and the transition from this to Key Stage 1 phonics follows the progression as outlined in Letters and Sounds.



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- High Frequency Word Lists are sent out from Reception onwards.

Key Stage 1

- Phonics is taught at least 4 days per week for 20 minutes in Key Stage 1 as well as regularly including phonic skills in everyday English sessions.
- The whole class is taught using the review, plan, teach, apply strategy as suggested in 'Letters and Sounds'. Wherever possible the 'apply' part will be differentiated as appropriate.
- Teachers follow weekly plans for phonics, based on the Review, Teach, Practice, Apply approach in order to ensure progression and effective and high quality teaching.
- Pupils that are not making expected progress will be given support as part of 'Intervention Strategies' in order to address their needs.
- Pupils who continue to need extra support with phonic work will be more closely monitored to try to close the gap in learning.
- Spelling high frequency words should be revisited regularly throughout the school.
- Phonic work is taught discretely and may also be incorporated into daily English lessons.
- Although the Letters and Sounds document will be followed, teachers will use their professional judgements based on assessments as to the detailed delivery of phonics and pupils' individual needs.
- Multi-sensory activities will be included in the teaching of phonics so that various learning styles can be encompassed.
- Reading and spelling will begin with CVC words and progress to vowel sounds.
- ICT opportunities and links with Computing are used where appropriate. For example, use of the Nesy Programme to assist with early Reading, Phonics and Spelling.
- Support for spelling is used after completing Phase 6 in Year 2.

In Key Stage 2

- Letters and sounds is completed through 'intervention' in KS2.
- In Key Stage 2, Children need to be taught explicitly about the structure of words (morphology) to guide their spelling, e.g. that 'richness' belongs to a whole group of words ending in 'ness' and this ending is always spelt with a double 's'.
- Teachers are aware of the value of over-learning, i.e. revisiting and practising words.
- Little and often is the most effective method and linking phonics revision to cross-curricular work.
- In Years 3, 4, 5 and 6 children's spelling lists include words taken from the 3/4 and 5/6 National Curriculum word banks.
- All KS2 children have a spelling log in their Personal Organisers to record spellings and practise them over the week.
- ICT opportunities and links with Computing are used where appropriate. For example, use of the Lexia Programme to assist with developing Reading, Phonics and Spelling.

Classroom Environment

In Foundation Stage and Key stage One, the classroom environment has age appropriate displays concentrating on both sounds, tricky and key words.

All infant classes provide opportunities to develop phonics skills through interactive areas. All classrooms have a class reading book which is shared in whole class reading and/or inviting reading areas.