



Sherburn Church of England Primary School

and

Lutons Community Primary School

Joint Policy on Phonics

SHERBURN VOLUNTARY CONTROLLED SCHOOL

and

LUTTONS COMMUNITY PRIMARY SCHOOL

This document reflects both schools Mission Statements and aims:

Sherburn CE VC School's Mission Statement is - 'Working together, putting children first within our Christian family' Our aim is to 'Serve our community by providing an education of the highest quality for children of all faiths and none, within the context of Christian beliefs and practice. We believe in working together to make sure the school is a safe, secure, friendly and purposeful place where children are safe, encouraged, challenged and supported to do their best and learn'.

The Religious Ethos at Sherburn CE VC School is 'Christian values underpin the work of Sherburn CE VC Primary School and these influence our care of the individual. The three priority values are friendship, truthfulness and forgiveness.

These support this policy wholeheartedly:

- Forgiveness because we learn from everything;
- Truthfulness to help us to be open; and
- Friendship because we call God our friend.'

Luttons C P School's Mission Statement is - 'Together we care, learn and grow'. Our aim is to 'Nurture, support and mentor everyone as they strive for excellence'

PHONICS POLICY September 2019

Introduction

At The Wolds and Vale Federation (Sherburn CE and Luttons Primary School) we strive to ensure that all children become successful, fluent readers by the end of Key Stage One and believe this is achievable through a combination of strong, high quality, discrete phonics teaching combined with a whole language approach that promotes a 'Reading for Pleasure' culture.

The Rose Report (2006) emphasised high quality phonics as an important part of the word decoding skills required by children to develop higher level whole language and comprehension skills. This approach is in alignment with our belief that we first 'learn to read' and then 'read to learn'.

Bold Beginnings November 2017 stated that "All primary schools should: make sure that the teaching of reading, including systematic synthetic phonics, is the core purpose of the Reception Year."

This policy is aimed at reinforcing a consistent, high quality approach to the teaching of phonics across the Early Years Foundation Stage, (EYFS,) Key Stage One and on into Key Stage Two for children who still need this further support.

Aims

- To teach children aural discrimination, phonemic awareness and rhyme to aid reading, writing and spelling development.
- 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 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.'

Objectives

- To provide consistent, high quality phonics teaching that ensures all children have a strong foundation upon which to tackle the complex processes of reading and writing.
- To ensure that the teaching of synthetic phonics is systematic and progressive throughout the foundation stage, key stage one and key stage two for those children needing interventions to support phonetic knowledge and understanding.
- To ensure that children have sound phonetic knowledge, understanding and skills so that they can decode words confidently and engage with higher order reading and writing skills.

Curriculum, Teaching and Learning Guidance

At The Wolds and Vale Federation (Sherburn CE and Luttons Primary School), we follow the Letters and Sounds document's principles and practice across the EYFS and Key Stage One – this is supported by using a wide range of resources to support the effective delivery of phonics lessons by catering for all children's needs. In Key Stage Two interventions are based around the gaps identified

through teacher assessment. Lessons are quick in pace, well differentiated, engaging and challenging for all children within the lesson.

Teachers use assessment to inform them of the progress children are making. It also enables teachers to adapt the provision if necessary to ensure the needs of individual pupils are met. Targeted interventions alongside high quality learning environments, ensure that no child is left behind.

All Year One children take the 'Phonics Screening Check' - a statutory assessment required by legislation. Those who do not meet the pass mark will be given support and intervention programmes in Year Two, to provide them with sufficient knowledge and understanding to re-take the 'Phonics Screening Check' and obtain a pass mark. Those children who do not obtain the required level set by the 'Phonics Screening Check' will receive phonics teaching in the first term of year three – which will be further supported throughout the year and across Key Stage Two with a phonics and/or spelling intervention programme. Planning for phonics will be done separately from literacy but with the understanding that good phonics teaching should link to the literacy needs of the children within a literacy lesson and across the curriculum. Each Phonics lesson should include the following sections:

- Revise – Overlearn the previous graphemes and words
- Teach – Introduce a new grapheme / phoneme words
- Practise – Develop GPCs (grapheme phoneme correspondences) /read and spell new words
- Apply – Use the new graphemes / words in games and activities to secure knowledge
- Assess – Monitor progress within each phase to inform planning.

Organisation

Children in Pre-school should be taught Phase 1 through a differentiated approach within the setting on a daily basis. Aspect 7 of blending and segmenting will be taught daily either in the phonics session or by staff members orally blending and segmenting at multiple points during the school day.

Staff will teach phase 2 to any children identified as secure at phase 1.

Reception children will be taught a discrete phonics session daily by the class teacher for a minimum of 20 minutes as a whole year group, supported by an additional phonics and/or reading session led by a teaching assistant daily. Phonics skills will then be embedded in writing and reading tasks in Literacy sessions. Groups will be differentiated to ensure that all children are reaching their full potential within a challenging and supportive environment. Continuous provision and the outdoor learning environment in EYFS support children in closing the gap and consolidating their phonic knowledge.

Phonics mats are freely available in the in both the indoor and outdoor learning environments, and children are encouraged to use them to support their reading and writing. The driving ethos should be for all children to complete Phase 4 by the end of Reception and have a sound understanding in order to start Phase 5 by the start of Autumn Term 2 in Year 1.

Children are introduced to the "tricky words" throughout the phases and aim to read and write the high frequency words for Phases 2 to 4 before they enter Year 1. For children who have not reached the expected level by Year 1 have extra individual phonics support.

Children in Year 1 have access to high quality daily phonics sessions led by the class teacher for a minimum of 20 minutes. This is supported by a guided reading session using phonetically decodable books at their level, led by a teaching assistant daily.

The underlying aim of Year 1 should be to ensure all children have completed Phases 4 and 5 and be ready to begin Phase 6 and focus on spelling rules upon entry into Year 2. They should have plenty of practice in recognising 'Alien' or pseudo words, in readiness for the Phonic Screening Check and to give them the confidence to read any word. Children should aim to read and write all the common exception words for Years 1 and 2.

Children in Year 2 who did not pass their phonics screening test in year 1 will continue to have access to high quality daily phonics lessons for twenty minutes. Provision should be differentiated to ensure all children reach their full potential.

Please see Appendix 1 - 'Progression of Phonics – Wolds and Vale Federation' for a more detailed description.

Classroom Environment

In each class is a phase appropriate Phonics display, concentrating on both sounds and key words that the children are currently learning. Phonics mats should be available in every lesson to support children's early writing across the curriculum. In EYFS, the displays should reflect the letters and sounds that the children have been taught. This working wall will be updated daily. Phonics games will be out in the provision. Phonics mats are readily available in all areas. The outdoor learning environment provides multiple opportunities to consolidate learning and both the indoor and outdoor environment is rich with print.

Reading scheme

Systematic synthetic phonics plays a key role in a rich and varied reading programme. The schools have invested in a reading scheme to support children to apply their phonic knowledge and skills, as well as develop their reading comprehension. Reading books that match the code allow children to consolidate and apply their phonics knowledge. Reading books are organised in line with the letters and sounds scheme and children are matched to books that include graphemes and tricky words children have been taught. This makes it easy for teachers, parents and children to choose a text that was matched to the child's growing phonic knowledge and that does not encourage a child to guess at words if they included GPCs they had not yet been taught.

Homework

Parental involvement is key in the acquisition of Phonics. Each child in Reception and Year 1 receives a phonics challenge pack for each Phase, which contains the sounds and the decodable, tricky and high frequency words to be learnt at home, alongside the daily Phonics lesson. Letter formation sheets are also provided. Children in Year 2 and KS2 receive spellings to learn. A Phonics Workshop for all parents is held in the Autumn term and Phonic workshops are integrated into transition meetings.

Assessment

Children are assessed half termly to monitor the progress that they have made. This includes checking the children's knowledge of the graphemes taught, and how well they are able to blend

and segment the phonemes within the recommended words. The assessment is systematic and relates to the phase that they have been taught. The children will also be assessed reading and spelling the tricky words associated with the phase that they are currently working within. From Year 1, the children will be tested on a range of pseudo words and real words using the GPC's from phases 2-5 in preparation for the Phonics Screening Check at the end of Year 1. Any gaps that are found through the assessment are then addressed using an intervention directed by teachers and led by Teaching Assistants.

Progression of Phonics – Wolds and Vale Federation

Phase	When and for how long?	What do children need to know in this phase?
Phase 1	<p>ONGOING Nursery/Reception Requires high promotion</p>	<p>There are 6 aspects of Phase 1 which are ongoing throughout Nursery and Reception:</p> <p><u>Environmental Sounds</u></p> <ul style="list-style-type: none"> - Develop listening and awareness of sounds - Listening and remembering sounds - Talking about sounds <p><u>Instrumental Sounds:</u></p> <ul style="list-style-type: none"> - Develop and awareness of instrument sounds - To appreciate the difference between instrument sounds and others - To use a wider vocabulary to talk about sounds. <p><u>Body Percussion:</u></p> <ul style="list-style-type: none"> - To develop awareness of sound and rhythms - To recall patterns of sounds - To talk about sounds we can make with our bodies. <p><u>Rhythm and Rhyme:</u></p> <ul style="list-style-type: none"> - To experience rhythm and rhyme and develop awareness of rhythm and rhyme within speech. - To increase awareness of rhyming words. <p><u>Alliteration:</u></p> <ul style="list-style-type: none"> - To develop understanding of alliteration. - To hear the difference between different starting sounds within words. - To explore how different sounds are articulated. <p><u>Voice Sounds:</u></p> <ul style="list-style-type: none"> - To distinguish between different vocal sounds (including oral blending and segmenting). - To explore speech sounds - To talk about different sounds we can make with our voices.
Phase 2	<p>6 Weeks Autumn term of Reception</p>	<ul style="list-style-type: none"> • Children to be taught the phase 2 phonemes in the following order alongside the written grapheme. 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 • Children to be taught to orally blend and segment CVC words using the phase 2 phonemes. • Children to be taught to blend and read the following high frequency words alongside the set of phonemes: Set 1 – a, at, as Set 2 – is, it, in, an, I Set 3 – and, on, no, to, can, no, go Set 4 - into, get, got, the, back, put Set 5 – his, him, of, dad, mum, up • Children also learn the alphabet and the correlation between phoneme and letter name.

Progression of Phonics – Wolds and Vale Federation

Phase	When and for how long?	What do children need to know in this phase?
Phase 3	<p>10 weeks Spring Term of Reception</p>	<ul style="list-style-type: none"> • Children to be taught the phase 3 phonemes in the following order alongside the written graphemes: Set 6 – j,v,w,x Set 7 – y, z, zz, qu (last Letters and Sounds ‘sets’) sh, th, ch, ng ai, ee, long oo, short oo oa, ar, or, igh ur, ow, oi, ear er, air, ure • Diagraphs should be modelled to the children in joined handwriting to support the children with understanding that 2 letters make 1 sound. • Children to blend CVC words using a range of phonemes previous learnt (Phase 2/3) • Children to be taught to blend and read the following high frequency words alongside the set of phonemes: off, can, had, back area, see was, will, with my, for, too you, this, that they, then, them, down her, now all, look • Children to be taught to read the following common exception words: we, me, he, be, she • Children to read decodable 2-syllable words. • Children to read and write sentences using Phase 2 and 3 phonemes.
Phase 4	<p>4 weeks Summer Term of Reception. (Revisited as needed in Autumn 1, Year 1)</p>	<p>Children must have opportunities to:</p> <ul style="list-style-type: none"> • Revise all Phase 2 and 3 phonemes. • Read and write CCVC and CVCC words. • Practise reading and spelling previously taught high frequency words. • Read and spell two-syllable words. • Learn to spell the common exception words: we, me, he, be, she, they, all, are, my, her. • Read common exception words: said, so, was, you have, like, some, come, were, there, little, one, do, when, out, what • <u>Read</u> decodable words: went, from, it’s, just, help. Children.

Progression of Phonics – Wolds and Vale Federation

Phase	When and for how long?	What do children need to know in this phase?
Phase 5	30 weeks Autumn/Spring/Summer of Year 1	<p>Children must be taught:</p> <ul style="list-style-type: none"> • New graphemes for reading in the following order (Phase 5 Letters and Sounds): <i>wh, ph, ew, or, au, e, a-e, e-e, i-e, o-e, u-e, 'zh' (treasure), ore</i> • <u>Alternative pronunciations</u> for the following letters: <i>i, o, c, u,, ow, ie, ea, er, ch, a, y, ou, e, ey</i> • <u>Alternative spellings</u> for the following phonemes: <i>ch, j, n, r, m, s, z, u, ear, ar, ur, air, or, oo, ai, ee, igh, oa, (y)oo, oo, sh</i> • Practise <u>reading and spelling</u> all previously taught High Frequency Words. • <u>Read and spelling</u> polysyllabic words. • <u>Read and write</u> sentences. • <u>Read</u> the following words: <i>oh, old, their, people, house, about, Mr, Mrs, don't, by, looked, time, your, called, asked, very, water, where, day, who, because, again, different, thought, any, saw, though, eyes, work, friends, mouse, once, could, put, many, good, away, laughed, want, over, how, did, man.</i> • Children should be able to <u>spell</u> the following words: <i>said, so, have, like, some, come, were, there, when, out, made, came, one, make, here, do, what, please, little, oh, how, did, man, their, going, people, would, or, Mr, Mrs, took, home, looked, who, think, called, school, didn't, asked, know, can't, ran, bear, long, things, new, eat, everyone, our, two, has, yes, play, atke, will, find, more, I'll, round, tree, magic, shouted, us, other.</i> • Read words containing taught GPC and <i>-s, -es, -ed, -er, and -est</i> endings. • Read words with contractions, and understand that the apostrophe represents omitted letter(s). • Use the spelling rule for adding <i>-s</i> or <i>-es</i> as the plural marker for nouns and the third person singular marker for verbs. • Using the prefix <i>un-</i> • Using <i>-ing, -ed, -er, and -est</i> where no change is needed in the spelling of root words. • Children must practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned. • Children must practice <u>reading and spelling</u> words with adjacent consonants and words with newly learned graphemes.
Phase 6	44 weeks Throughout Year 2 (Addressed through spelling)	<ul style="list-style-type: none"> • Children to be taught <u>past tense</u> and <u>past tense irregular verbs</u>. • Children to be taught to <u>spell polysyllabic</u> words: • <i>animals, garden, another, everyone, dragon, morning, grandad, narrator, classroom, together, grandmother, fishfinger, springboard, clingfilm, nightmare, nightdress, founder, importantly, especially, confidently, immediately, enormous, terrific, horrific, fantastic.</i> • Children learn and practise writing common words: • <i>Keep, last, even, before, been, must, hard, am, run, bed, air, gran, key, fun, inside, hat, snow, live, next, first, lots, need, fish, gave, may, still, found, say, soon, night, best, bad, tea, top, fell, box, sleep, told, hot, book, cold, park, dark, gone, please, ever, miss, cat, after, much, most tell, boat, let, every, stop, right, sea, began, feet, around, great, suck, horse, rabbit, small, giant, use, along, grow, sat, window, really, floppy, baby, door, boy, food, fox, way, room, these, car, three, king, town, its, green, girl, which, wind, wish, fly, only, place, mother, queen, fast, dog.</i> • Children be taught a range of memory strategies for spellings. • Children to learn how to use the following suffixes: <i>-ed; jumped, cried, stopped, wanted, lived, liked, pulled.</i> <i>-ing; something looking, coming, thing.</i> <i>-er; never, better under, river.</i> <i>-s/es; clothes, birds, plants</i> <i>-ly; suddenly, lovely, carefully.</i> <i>-ness; homelessness, hopelessness, forgetfulness.</i> <i>-ment; enjoyment, requirement, achievement.</i> <i>-ful; joyful, cheerful, successful.</i> <i>- less; homeless, priceless.</i> <i>-en; loosen.</i> • Children will be taught how to proof read. • Children will be taught contractions using the common words: <i>that's, I've, let's, there's, he's, we're, couldn't.</i> • Children to be taught rules for common positions of a phoneme/grapheme. E.g. <i>ai/oi</i> do not occur in ends of words so are changed to the <i>ay/oy</i> grapheme. • Children taught common exception spelling pattern – 'w special' : that when an 'o' sound follows a 'w' it is usually represented by the letter 'a'. • Children to be taught common spelling patten – that when an 'ur' sound comes after a 'w', ot is usually spelt 'or'. The exception being 'were'. • Children to be taught how to use a dictionary. • Children to be taught common spelling [atters – that and 'or' soiund before and 'l' is usually spelt with an 'a' • Children to be taugh the difference between 'there' and 'their'. • Leaning the possessive apostrophe (singular). • Distinguishing between homophones and near-homophones.

