

# Southfields Primary School



## Phonics Policy

2018-2020

# Phonics Policy

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## **Aims**

The aims of this policy are to provide teachers, Governors and parents with an outline of how we teach phonics at Southfields Primary School.

## **Our Philosophy**

- At Southfields Primary we believe that the teaching of high quality systematic phonic work is the prime approach to decoding print.
- We enable children to start learning phonic knowledge and skills systematically from when they arrive in Reception with the expectation that they will be fluent readers having secured word recognition skills by the end of Key Stage One.
- To fully prepare the children for the KS1 screening test that takes place in June of each year during Year One.
- We will teach discrete daily sessions progressing from simple to more complex phonic knowledge and skills covering the major grapheme-phoneme correspondences.
- We will enable the children's progress to be assessed.
- We will use a multi-sensory approach so that children learn variously from simultaneous visual, auditory and kinaesthetic activities which are designed to secure essential phonic knowledge and skills.
- We will demonstrate that phonemes should be blended in order from left to right.
- We will teach children to apply their phonic knowledge and skills as their first approach to reading and spelling even if a word is not completely phonically regular.
- Children will be taught High Frequency words, including common exception words as outlined in the National Curriculum 2014
- We will ensure that children have the opportunity to read texts and spell words that are within their reach of phonic knowledge and skills even though every single word in the text may not be entirely

decodable by the children unaided.

- We will ensure that children will hear, share and discuss a wide range of high-quality books to develop a love of reading and broaden their vocabulary.

### **National Curriculum Expectations**

The main aim of the English National Curriculum is as follows:

‘The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment’ National Curriculum 2014

### **The teaching of reading:**

‘Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasized in the early teaching of reading to beginners (i.e. unskilled readers) when they start school.’ National Curriculum for English 2014’

## **How do we teach Phonics at Southfields Primary?**

We teach phonics using the guidance from 'Letters and Sounds' We support this teaching through the use of 'Jolly phonics'

### **Planning:**

We use the LCP planning guidance and have our own planning format (Appendix 1)

Staff complete weekly planning for phonics which ensures progression and effective, high quality teaching.

### **Lessons:**

Discrete phonics lessons take place daily across Reception and Key Stage 1. They follow the structure of 'Review, teach, practise, apply' to ensure that children are consolidating phonic knowledge and skills over time and they are able to apply them in context. Consequently, wherever possible, links between phonic knowledge and understanding are made to learning in both reading and writing.

These lessons proceed at a pace and include daily teaching of high frequency words, they are practical and we use a range of interactive resources.

Activities are carefully chosen to ensure that children develop skills in aural discrimination, phonemic and rhyme awareness, blending and segmenting as well as grapheme correspondence.

In Year One the children are set according to ability and in which phase they are working.

In Year 2 and Reception, phonics is taught as part of the whole class.

In KS2 Phonics intervention is provided for those children who have not passed the phonics retake in Year 2 and for children not secure within phase 6 moving into Year 3.

### **Resources**

All phonic teachers have a range of resources to use which are appropriate for the level at which the children are working. Resources include:

Phase word and letter mats  
Letter fans

Whiteboards  
Phoneme Frames  
Phoneme spotters  
Jolly phonics resources.  
High frequency word flashcards  
Pseudo words (Alien words) flashcards

The school has a subscription to phonicsplay.

We expect there to be phase appropriate displays in both Reception and Key Stage One Classrooms and intervention rooms to support the teaching and application of phonics in reading and writing.

High Frequency words and vocabulary as cited in the National Curriculum 2014 also need to be on display in every classroom.

### **Phonics Intervention**

Children who still need extra support to develop their phonic knowledge across KS1 and KS2 are identified and targeted for intervention.

In KS1 we have a TA who works on phonic intervention and provides ELS support to children. This runs four times a week.

### **Assessment**

Assessment is regarded as an integral part of teaching and learning and is a continuous process.

It is the class teacher's responsibility to monitor the progress made by all children in their class, regardless of their phonic group.

Phonic assessments are undertaken each term against the appropriate phase.

In June each year, Year One children have to undertake a phonic screening test where Pseudo and real words have to be read with a teacher on a one to one basis. The pass mark for this test over the past 6 years has been to read 32/40 words.

At the time of writing the National Average of children passing the phonics check is 81%

Children who do not pass the Year One Screening Check are identified at the end of year for additional support and this is continued throughout year Two where they have to re take the test.

## Teaching Sequences

These teaching sequences have been taken from the Letters and Sounds document, we support this by using the LCP planning.

### Teaching Sequences Phase Two

Week	Letter Progression
Week 1	S, a, t, p
Week 2	i, n, m, d
Week 3	g, o, c, k
Week 4	Ck, e, u, r
Week 5	h, b, f, ff. l, ll, ss
Week 6	Revision of the above.

### Teaching Sequences Phase Three

Week	Letter Progression
Week 1	Practise previously learned letters and sounds Teach set 6 letters and sounds (j, v, w, x, ) Learn an alphabet song Practise blending for reading Practise segmentation for blending Practise reading HF words Read sentences using sets 1-6 and the tricky words <b>no, go, I, the, to</b>
Week 2	Practise previously learned letters and sounds Teach set 7 letters and sounds (y, x, zz, qu) Point to the letters in the alphabet while singing the alphabet song. Practise blending for reading Practise segmentation for spelling Teach reading the tricky words <b>he, she</b> Practise reading and spelling HF words Teach spelling the tricky words <b>the, to</b> Practise reading captions and sentences with sets 1-7 letters and <b>he, she, no, go, I, the, to</b>



Week 3	<p>Practise previously learned GPCs</p> <p>Teach the four consonant digraphs</p> <p>Point to the letters in the alphabet while singing the alphabet song.</p> <p>Practise blending for reading</p> <p>Practise segmentation for spelling</p> <p>Teach reading the tricky words <b>we, me, be</b></p> <p>Practise reading and spelling HF words</p> <p>Teach reading two syllable words</p> <p>Practise reading captions and sentences</p> <p>Practise writing captions and sentences</p>
Week 4	<p>Practise previously learned GPCs</p> <p>Teach 4 of the vowel digraphs</p> <p>Point to the letters in the alphabet while singing the alphabet song.</p> <p>Practise blending for reading</p> <p>Practise segmentation for spelling</p> <p>Teach reading the tricky word, <b>was</b></p> <p>Teach spelling the tricky words, <b>no and go</b></p> <p>Practise reading and spelling HF words</p> <p>Teach reading two syllable words</p> <p>Practise reading captions and sentences</p> <p>Practise writing captions and sentences</p>
Week 5	<p>Practise previously learned GPCs</p> <p>Teach four more vowel digraphs</p> <p>Point to the letters in the alphabet while singing the alphabet song.</p> <p>Practise blending for reading</p> <p>Practise segmentation for spelling</p> <p>Teach reading the tricky word, <b>my</b></p> <p>Practise reading and spelling HF words</p> <p>Teach reading two syllable words</p> <p>Practise reading captions and sentences</p> <p>Practise writing captions and sentences</p>
Week 6	<p>Practise previously learned GPCs</p> <p>Teach four more vowel digraphs</p> <p>Practise letter names</p> <p>Practise blending for reading</p> <p>Practise segmentation for spelling</p> <p>Teach reading the tricky word, <b>you</b></p> <p>Practise reading and spelling HF words</p>

	<p>Teach reading two syllable words</p> <p>Practise reading captions and sentences</p> <p>Practise writing captions and sentences</p>
Week 7	<p>Practise previously learned GPCs</p> <p>Teach four more vowel digraphs</p> <p>Practise letter names</p> <p>Practise blending for reading</p> <p>Practise segmentation for spelling</p> <p>Teach reading the tricky word, <b>they</b></p> <p>Practise reading and spelling HF words</p> <p>Teach reading two syllable words</p> <p>Practise reading captions and sentences</p> <p>Practise writing captions and sentences</p>
Week 8	<p>Practise all GPCS</p> <p>Practise letter names</p> <p>Practise blending for reading</p> <p>Practise segmentation for spelling</p> <p>Teach reading the tricky word, <b>her</b></p> <p>Practise reading and spelling HF words</p> <p>Teach reading two syllable words</p> <p>Practise reading captions and sentences</p> <p>Practise writing captions and sentences</p>
Week 9	<p>Practise all GPCS</p> <p>Practise letter names</p> <p>Practise blending for reading</p> <p>Practise segmentation for spelling</p> <p>Teach reading the tricky word, <b>all</b></p> <p>Practise reading and spelling HF words</p> <p>Teach reading two syllable words</p> <p>Practise reading captions and sentences</p> <p>Practise writing captions and sentences</p>
Week 10	<p>Practise all GPCS</p> <p>Practise letter names</p>

	Practise blending for reading Practise segmentation for spelling Teach reading the tricky word, <b>are</b> Practise reading and spelling words Practise reading and spelling HF words Teach reading two syllable words Practise reading captions and sentences Practise writing captions and sentences
Weeks 11-12	More consolidation if necessary or move onto phase 4

### **Teaching Sequences Phase Four ( 4-6 weeks in Reception)**

Week	Letter Progression
Week 1	Practise recognition and recall of phase 2 and 3 graphemes and reading and spelling CVC words. Teach and practise reading CVCC words Teach and practise spelling CVCC words Teach reading the tricky words <b>said, so</b> Teach spelling the tricky words <b>he, she, we, me, be</b> Practise reading and spelling HF words Practise reading sentences Practise writing sentences
Week 2	Practise recognition and recall of phase 2 and 3 graphemes and reading and spelling CVC words. Teach and practise reading CVCC words Teach and practise spelling CVCC words Teach reading the tricky words <b>have, like, some, come</b> Teach spelling the tricky words <b>was, you</b> Practise reading and spelling HF words Practise reading sentences Practise writing sentences
Week 3	Practise recognition and recall of phase 2 and 3 graphemes Practise reading words containing adjacent consonants Practise spelling words containing adjacent consonants Teach reading the tricky words <b>were, there, little, one</b> Teach spelling the tricky words <b>they, all, are</b> Practise reading and spelling HF words Practise reading sentences

	Practise writing sentences
Week 4	<p>Practise recognition and recall of phase 2 and 3 graphemes</p> <p>Practise reading words containing adjacent consonants</p> <p>Practise spelling words containing adjacent consonants</p> <p>Teach reading the tricky words <b>do, when, out, what</b></p> <p>Teach spelling the tricky words <b>my, her</b></p> <p>Practise reading and spelling HF words</p> <p>Practise reading sentences</p> <p>Practise writing sentences</p>

**Teaching Sequences Phase Five (Throughout Year One)**

Week	Letter Progression
Weeks 1-4	<p>Practise recognition and recall of phase 2, 3 and 5 graphemes as they are learned.</p> <p>Teach new graphemes for reading ( about 4 per week)</p> <p>Practise reading and spelling words with adjacent consonants and words with newly learned graphemes.</p> <p>Learn new phoneme <b>zh</b> in words such as <b>treasure</b></p> <p>Teach reading of the words, <b>oh, their, people, Mr, Mrs, looked, called, asked</b></p> <p>Teach spelling the words, <b>sais, so, have, like, some, come, were, there</b></p> <p>Practise reading and spelling HF words</p> <p>Practise reading and spelling Polysyllabic words</p> <p>Practise reading sentences</p> <p>Practise writing sentences</p>

Weeks 5-7	<p>Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned.</p> <p>Teach alternative pronunciations of graphemes for reading ( about 4 per week)</p> <p>Practise reading and spelling words with adjacent consonants and words with newly learned graphemes.</p> <p>Teach reading of the words, <i>water, where, who, again, thought, through, work, mouse, many, laughed, because, different, any, eyes, friends, once, please</i></p> <p>Teach spelling the words, <i>little, one do, when, what, out</i></p> <p>Practise reading and spelling HF words</p> <p>Practise reading and spelling Polysyllabic words</p> <p>Practise reading sentences</p> <p>Practise writing sentences</p>
Weeks 8-30	<p>Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned.</p> <p>Teach alternative spellings of phonemes for spelling</p> <p>Practise reading and spelling words with adjacent consonants and words with newly learned phonemes.</p> <p>Teach spelling the words, <i>oh, their, people, Mr, Mrs, looked, called, asked.</i></p> <p>Practise reading and spelling HF words</p> <p>Practise reading and spelling Polysyllabic words</p> <p>Practise reading sentences</p>

	Practise writing sentences
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### **Teaching Sequences Phase Six (Throughout Year 2)**

By the beginning of phase six, children should know most of the common grapheme- phoneme- correspondences (GPCs) They should be able to read hundreds of words, doing this in three ways:

1. Reading the words automatically if they are very familiar.
2. Decoding them quickly and silently because their sounding and blending routine is now well established.
3. Decoding them aloud.

During this phase, children become fluent readers and increasingly accurate spellers.

See pages 167-191 for more specific guidance from the letters and sounds document.

## Assessment of each Phase

Phase	Duration	When	Detail
Phase 1	Throughout the first half term in Autumn	Reception	By the end of phase 1 children will have experienced a wealth of listening activities including songs, stories and rhymes. They will be able to distinguish between speech sounds and many will be able to segment and blend words orally. Some will also be able to recognise spoken words that rhyme and will be able to provide a string of rhyming words, but inability to do this does not prevent moving onto phase two as these speaking and listening activities continue.
Phase 2	Up to 6 weeks	Reception Completed by the end of the Autumn Term	<ul style="list-style-type: none"> <li>• Give the sound when shown any phase two letter, securing <b>s,a,t,p,i,n</b></li> <li>• Find any phase two letter from a display, when given the sound.</li> <li>• Orally segment and blend cvc words</li> <li>• Be able to segment and blend in order to read and spell vc words including if, am, on, up and 'silly names' such as ip ug and ock</li> <li>• Be able to read the 5 tricky words <b>the to I no go</b></li> </ul>
Phase 3	Up to 12 weeks	Reception Completed by the end of the Spring Term	<ul style="list-style-type: none"> <li>• Give the sound when shown all or most phase two and phase three graphemes.</li> <li>• Find all or most phase 2 and 3 graphemes, from a display when given a sound.</li> <li>• To be able to blend and read CVC words ( single syllable)</li> </ul>

			<ul style="list-style-type: none"> <li>• To be able to segment and make a phonemically plausible attempt at spelling CVC words.</li> <li>• Be able to read the tricky words <i>he, she, we, me, be, was, my, you, her, they, all, are</i></li> <li>• Be able to spell the tricky words <i>the, to, I, no, go</i></li> <li>• Write each letter correctly when following a model</li> </ul>
Phase 4	4-6 weeks	Reception Summer Term	<ul style="list-style-type: none"> <li>• Give the sound when shown any phase 2 and phase 3 graphemes</li> <li>• Find any phase 3 and phase 3 graphemes, from a display, when given the sound.</li> <li>• To be able to blend and read words containing adjacent consosnants.</li> <li>• Be able to read the tricky words, <i>some, one, said, come, do, so, were, when, have, there, out, like, little, what</i></li> <li>• Be able to spell the tricky words <i>he, she, we, me, be, was, my, you, her, they, all, are</i></li> <li>• Write each letter usually correctly.</li> </ul>
Phase 5	Year One	Throughout Year One	<ul style="list-style-type: none"> <li>• Give the sound when shown any grapheme that has been taught.</li> <li>• For any given sound, write the common graphemes, Apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words that are not completely decodable.</li> <li>• Read and spell phonically decodable 2 syllable and 3</li> </ul>



			syllable words. <ul style="list-style-type: none"> <li>• Real all of the words in the list of 100 HF words</li> <li>• Accurately spell most of the words in the 100 HF word list.</li> <li>• Form each letter correctly.</li> </ul>
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## **Organisation**

The phonics leader is responsible for phonics throughout the school. This includes:

- Ensuring continuity and progression from year group to year group
- Providing all members of staff with guidelines and a scheme of work.
- Advising on in service training for staff. This will be in line with the school development plan and post OFSTED plan and within the confines of the school budget.
- Advising and supporting colleagues in the implementation and assessment of phonics throughout the school.
- Resourcing of this area of the curriculum across school.
- Monitoring the quality of teaching and learning in phonics across school.

## **The class teacher is responsible for:**

- Ensuring progression in the acquisition of phonic knowledge
- Developing and updating skills, knowledge and understanding of phonics.
- Identifying needs in phonics and take advantage of training opportunities.
- Keep appropriate on going records.
- Plan effectively for phonics.
- Informing pupils and parents of the childrens' progress, achievement and attainment.