

## **Phonics Policy 2022**

### **Introduction**

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.

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.

This should be read alongside the Reading Policy.

### **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 fast, focussed and fun with a multi-sensory approach.
- 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 Thomas Willingale Primary School and Nursery we follow the Phonics Bug programme, a DfE validated phonics scheme which we use across the EYFS and Key Stage One. In Key Stage Two, interventions are based around the gaps identified through teacher assessment, Phonics Bug continues to be used to support the children who continue to need it. Lessons are quick in pace, engaging and challenging for all children within the lesson.

The Bug Club Phonics programme offers a complete systematic synthetic phonics programme.

- **Features daily lessons** from the start of Reception (children in our Nursery setting will also use it.)
- Teaches the main grapheme-phoneme correspondences of English in a clearly defined, incremental sequence
- **Gets children reading and spelling** from very early on
- Includes blending for reading and segmenting for spelling activities
- Provides opportunities for children to practise and apply known phoneme-grapheme correspondences for spelling through dictation of sounds, words and sentences
- Features language sessions that **teach ‘tricky’ common exception words**
- Provides resources that support the teaching of lower-case and capital letters correctly, with clear start and finish points
- Includes direct teaching sessions, with extensive teacher-child interaction and involves a multi-sensory approach
- Has reading texts that closely match what has been taught up to that point
- Includes assessments and **support for the lowest 20%**
- **Provides full guidance for teachers** to support the effective delivery of the programme
- **Provides remote learning capabilities via eBooks**, allocatable teaching screens and phonics games.

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. We currently use Phonics Tracker to track the children’s progress.

Children are taught phonics in whole class groups. Where children need additional support they will receive interventions at a different time to support their acquisition of the sounds being taught.

Most 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. Children that only just passed the phonics screener will also have extra interventions in year 2. Those children who do not obtain the required level set by the 'Phonics Screening Check' will continue to have phonics teaching throughout year 3. Planning for phonics will be done separately from English 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:

- Each session starts with the Alphabet Song.
- 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 our Nursery will be taught Phonics Bug Phase 1 through whole class and key worker grouped activity on a daily basis. Phonics Bug Phase 2 will also be introduced if the cohort are ready.

Reception will be taught a discrete phonics lesson daily for 2 x sessions of at least 15 minutes (am and pm) in their classes. Phonics skills are embedded in writing and reading tasks in Literacy sessions.

Continuous provision and the outdoor learning environment in EYFS support children in closing the gap and consolidating their phonic knowledge. Phonics displays can be accessed by all children in both the indoor and the outdoor environment. The driving ethos should be for all children to complete Phonics Bug Phase 4 by the end of Reception and have a sound understanding in order to start Phase 5 by the start of Year 1. Children are introduced to the "tricky words" and aim to read and write the high frequency words for Phases 2 to 4 before they enter Year 1. Children who struggle with any stage will be given interventions to ensure they keep up with the rest of the cohort. Children who have not reached the expected level at the end of Reception will have extra phonics support in Year 1.

Children in Year 1 have access to high quality daily phonics sessions for up to thirty minutes in classes. They have a whole class phonics session in the afternoon. 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 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 words. Children should aim to read and write all the common exception words for Year 1.

Children in Year 2 will continue to have access to high quality daily phonics lessons for thirty minutes in their class group.

## Classroom Environment

Nursery to Year one have a phase appropriate Phonics working wall, concentrating on both sounds and 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 and updated regularly. Phonics games will be out in the provision. 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. In Reception and Key Stage One, the children will read a mixture of books from our Bug Club Phonics Scheme and Oxford Reading Tree Books including Word Sparks and Project X. They will also have Phonics Bug online books allocated to them every week to read on a tablet or device. The books are linked directly to the sounds the children are learning that week in their phonic lessons. This approach allows the children to practice and apply the phonic knowledge they have acquired in their lessons, when reading their individual books at home. The scheme is supplemented with books from the Oxford Reading Tree and Rising Stars Reading Planet when children need more consolidation of a particular set of sounds or once they have completed all six phonics phases.

During Year Two, or once the children are ready, they become free readers and will choose their own books from a large selection of books which have been selected as suitable for different age groups. These are progressive and enable children to become independent and fluent readers.

## Homework

Parental involvement is key in the acquisition of Phonics. Each Reception child receives a sound tub with the sounds as they learn them and high frequency and tricky words. Parents are expected to support their child's learning. Ideas are given to parents on how to support their child at home.

Children in KS1 and KS2 receive spellings to learn. A Phonics Meeting for Reception parents is held in the Autumn term and parents are invited to a meeting to highlight expectations in each year. Year 1 parents are also invited to a phonics screening check meeting.

In addition, all children in Reception and KS1 will be given access to Phonics Bug online and books and games will be allocated to every child. Parents are asked to support their child with this at home. This gives parents prompts for how to support their child and questions to ask.

## Assessment

In the EYFS and KS1 we assess pupil progress using Phonics Tracker. Reception children are assessed using a past Phonics screener at the end of the year. The Phonics screener test takes place in the Summer term for most Year 1 children and any Year 2 children who didn't meet the expected standard in the previous year however they are all given an opportunity to practise throughout the year.

## Expectation

Expectation of phonics sounds to be learnt			
	Autumn Term	Spring Term	Summer Term
Nursery	<b>Phase 1 Units A-C</b>  <b>A</b> A Wet Walk: Lesson 1 A Wet Walk: Lesson 2 A Wet Walk: Lesson 3 A Wet Walk: Lesson 4 <b>B</b> All Sorts of Art: Lesson 1 All Sorts of Art: Lesson 2 All Sorts of Art: Lesson 3 All Sorts of Art: Lesson 4 All Sorts of Art: Lesson 5 <b>C</b> Nature Shapes: Lesson 1 Nature Shapes: Lesson 2 Nature Shapes: Lesson 3 Nature Shapes: Lesson 4 Nature Shapes: Lesson 5	<b>Secure Phase 1 Units D-F/Start Phase 2</b>  <b>D</b> The Missing Button: Lesson 1 The Missing Button: Lesson 2 The Missing Button: Lesson 3 <b>E</b> From Seed to Sandwich: Lesson 1 From Seed to Sandwich: Lesson 2 From Seed to Sandwich: Lesson 3 From Seed to Sandwich: Lesson 4 From Seed to Sandwich: Lesson 5 <b>F</b> A Day at the Beach: Lesson 1 A Day at the Beach: Lesson 2 A Day at the Beach: Lesson 3  Phase 2 1. <u>Phoneme /s/ written as 's'</u> <u>Phoneme /a/ written as 'a'</u> <u>Phoneme /t/ written as 't'</u> <u>Phoneme /p/ written as 'p'</u> <u>Phonemes /s/, /a/, /t/, /p/ written as 's', 'a', 't', 'p'</u>	<b>Phase 2</b>  <u>2</u> <u>Phoneme /i/ written as 'i'</u> <u>Phoneme /n/ written as 'n'</u> <u>Phoneme /m/ written as 'm'</u> <u>Phoneme /d/ written as 'd'</u> <u>Language session</u> <u>3</u> <u>Phoneme /g/ written as 'g'</u> <u>Phoneme /o/ written as 'o'</u> <u>Phoneme /c/ written as 'c'</u> <u>Phoneme /c/ written as 'k'</u> <u>Language session</u> <u>4</u> <u>Phoneme /c/ written as 'ck'</u> <u>Phoneme /e/ written as 'e'</u> <u>Phoneme /u/ written as 'u'</u> <u>Phoneme /r/ written as 'r'</u> <u>Language session</u> <u>5</u> <u>Phoneme /h/ written as 'h'</u> <u>Phoneme /b/ written as 'b'</u> <u>Phoneme /f/ written as 'f' and 'ff'</u> <u>Phoneme /l/ written as 'l' and 'll'</u> <u>Phoneme /s/ written as 'ss'</u> <u>Language session</u>

Reception	<p>Phase 2 units 1 to 5</p> <p>1.  <a href="#">Phoneme /s/ written as 's'</a>  <a href="#">Phoneme /a/ written as 'a'</a>  <a href="#">Phoneme /t/ written as 't'</a>  <a href="#">Phoneme /p/ written as 'p'</a>  <a href="#">Phonemes /s/, /a/, /t/, /p/ written as 's', 'a', 't', 'p'</a></p> <p>2  <a href="#">Phoneme /i/ written as 'i'</a>  <a href="#">Phoneme /n/ written as 'n'</a>  <a href="#">Phoneme /m/ written as 'm'</a>  <a href="#">Phoneme /d/ written as 'd'</a>  <a href="#">Language session</a></p> <p>3  <a href="#">Phoneme /g/ written as 'g'</a>  <a href="#">Phoneme /o/ written as 'o'</a>  <a href="#">Phoneme /c/ written as 'c'</a>  <a href="#">Phoneme /c/ written as 'k'</a>  <a href="#">Language session</a></p> <p>4  <a href="#">Phoneme /c/ written as 'ck'</a>  <a href="#">Phoneme /e/ written as 'e'</a>  <a href="#">Phoneme /u/ written as 'u'</a>  <a href="#">Phoneme /r/ written as 'r'</a>  <a href="#">Language session</a></p> <p>5  <a href="#">Phoneme /h/ written as 'h'</a>  <a href="#">Phoneme /b/ written as 'b'</a>  <a href="#">Phoneme /f/ written as 'f' and 'ff'</a>  <a href="#">Phoneme /l/ written as 'l' and 'll'</a>  <a href="#">Phoneme /s/ written as 'ss'</a>  <a href="#">Language session</a></p>	<p>Secure Phase 2/Phase 3 units 6 to 11</p> <p>6.  <a href="#">Phoneme /j/ written as 'j'</a>  <a href="#">Phoneme /v/ written as 'v'</a>  <a href="#">Phoneme /w/ written as 'w'</a>  <a href="#">Phoneme /x/ written as 'x'</a>  <a href="#">Language session</a></p> <p>7  <a href="#">Phoneme /y/ written as 'y'</a>  <a href="#">Phoneme /z/ written as 'z' and 'zz'</a>  <a href="#">Phoneme /qu/ written as 'qu'</a>  <a href="#">Language session</a></p> <p>8  <a href="#">Phoneme /ch/ written as 'ch'</a>  <a href="#">Phoneme /sh/ written as 'sh'</a>  <a href="#">Phoneme /th/ written as 'th'</a>  <a href="#">Phoneme /ng/ written as 'ng'</a>  <a href="#">Language session</a></p> <p>9  <a href="#">Phoneme /ai/ written as 'ai'</a>  <a href="#">Phoneme /ee/ written as 'ee'</a>  <a href="#">Phoneme /igh/ written as 'igh'</a>  <a href="#">Phoneme /oa/ written as 'oa'</a>  <a href="#">Phoneme /oo/ (long) written as 'oo'</a>  <a href="#">Phoneme /oo/ (short) written as 'oo'</a>  <a href="#">Language session</a></p> <p>10  <a href="#">Phoneme /ar/ written as 'ar'</a>  <a href="#">Phoneme /or/ written as 'or'</a>  <a href="#">Phoneme /ur/ written as 'ur'</a>  <a href="#">Phoneme /ow/ written as 'ow'</a>  <a href="#">Phoneme /oi/ written as 'oi'</a>  <a href="#">Language session</a></p> <p>11  <a href="#">Phoneme /ear/ written as 'ear'</a>  <a href="#">Phoneme /air/ written as 'air'</a>  <a href="#">Phoneme /ure/ written as 'ure'</a>  <a href="#">Phoneme /ur/ written as 'er'</a>  <a href="#">Language session</a></p>	<p>Secure Phase 3/Phase 4 Unit 12</p> <p>12  <a href="#">Adjacent consonants (cvcc)</a>  <a href="#">Language session 1</a>  <a href="#">Adjacent consonants (ccvc)</a>  <a href="#">Language session 2</a>  <a href="#">Adjacent consonants (ccvcc/ccvc/cccvcc)</a>  <a href="#">Language session 3</a></p>

Year One	<p>Recap Phase 4/Phase 5 Units 13 to 19</p> <p>Include nonsense words</p> <p>13 Phoneme /w/ written as 'wh' Phoneme /f/ written as 'ph' Language session</p> <p>14 Phoneme /ai/ written as 'ay' Phoneme /ai/ written as 'a-e' Phoneme /ai/ written as 'eigh', 'ey', 'ei' Language session</p> <p>15 Phoneme /ee/ written as 'ea' Phoneme /ee/ written as 'e-e' Phoneme /ee/ written as 'ie', 'ey', 'y' Language session</p> <p>16 Phoneme /igh/ written as 'ie' Phoneme /igh/ written as 'i-e' Phoneme /igh/ written as 'y' Phoneme /igh/ written as 'i' Language session</p> <p>17 Phoneme /oa/ written as 'ow' Phoneme /oa/ written as 'o-e' Phoneme /oa/ written as 'o' and 'oe' Language session</p> <p>18 Phoneme long /oo/ written as 'ew' Phoneme long /oo/ written as 'ue' Phoneme long /oo/ written as 'u-e' Phoneme short /oo/ written as 'u' and 'oul' Language session</p> <p>19 Phoneme /or/ written as 'aw' Phoneme /or/ written as 'au' Phoneme /or/ written as 'al' Language session</p>	<p>Phase 5</p> <p>Units 20 to 27</p> <p>Include nonsense words</p> <p>20 Phoneme /ur/ written as 'ir' Phoneme /ur/ written as 'er' Phoneme /ur/ written as 'ear' Language session</p> <p>21 Phoneme /ow/ written as 'ou' Phoneme /oi/ written as 'oy' Language session</p> <p>22 Phoneme /ear/ written as 'ere' and 'eer' Phoneme /air/ written as 'are' and 'ear' Language session</p> <p>23 Phoneme /c/ written as 'c' Phoneme /c/ written as 'k' Phoneme /c/ written as 'ck' Phoneme /c/ written as 'ch' Language session</p> <p>24 Phoneme /s/ written as 'c(e)', 'c(i)', 'c(y)' Phoneme /s/ written as 'sc' and 'st(l)' Phoneme /s/ and /z/ written as 'se' Language session</p> <p>25 Phoneme /j/ written as 'g(e)', 'g(i)', 'g(y)' Phoneme /j/ written as 'dge' Language session</p> <p>26 Phoneme /l/ written as 'le' Phoneme /m/ written as 'mb' Phoneme /n/ written as 'kn' and 'gn' Phoneme /r/ written as 'wr' Language session</p> <p>27 Phoneme /ch/ written as 'tch' Phoneme /sh/ alternatives Phoneme /e/ written as 'ea' Phoneme /zh/ written as 's' Phoneme /w/ /o/ written as 'wa' Phoneme /u/ written as 'o' Language session</p>	<p>Secure Phase 5</p> <p>Nonsense words</p> <p>Start Phase 6 after Phonics Screener</p> <p>28 Suffix ending: '-ing' (a morpheme) Suffix ending: '-ed' (a morpheme) Suffix ending: split digraph silent 'e' + '-ing', '-ed' Language session</p>

Year Two	<p>Phase 6</p> <p>28</p> <p>Suffix ending: '-ing' (a morpheme)</p> <p>Suffix ending: '-ed' (a morpheme)</p> <p>Suffix ending: split digraph silent 'e' + '-ing', '-ed'</p> <p>Language session</p> <p>29</p> <p>Suffix ending: '-s' (as plural morpheme)</p> <p>Suffix ending: '-es' after 'ss', 'x'</p> <p>Suffix ending: '-es' after 'ch', 'sh', 'tch'</p> <p>Language session</p> <p>30</p> <p>Prefix 're-'</p> <p>Prefix 'un-'</p> <p>Prefix, root, suffix</p> <p>Language session</p>	Secure Phase 6	Phase 6 and beyond

Completed in January 2022

The English Working Party