



PHONICS POLICY

RATIONALE

At Norwood Primary School, we know that reading outcomes impact on our pupils' best possible life chances. We are determined that through quality first teaching, our pupils will make a strong start to early reading with speedy progress in phonics, that will develop into a lifelong love of reading. We believe that phonics encompasses the important skills of speaking and listening, phonological awareness and oral blending and segmenting. We focus on high quality phonic work to ensure that by the end of Key Stage 1 children develop fluent word reading skills and have good foundations in spelling. We believe that children should be entitled to a rich, broad, balanced and progressive curriculum in a happy, safe and supportive atmosphere.

All staff at Norwood have a strong commitment to helping every child succeed, whatever their background or abilities. We aim for all children to become confident, independent, critical readers and writers, who each have the capacity to express themselves through a variety of different literary and phonic based activities.

All children will be taught reading through the use of fully decodable phonics books, based on the exact phonemes the children are working on within their phonic lessons. These books will also be sent home so that they can consolidate and practise their decoding skills at home. These books will be known as their 'read aloud' books, and they will be supplemented with a 'sharing book' (not decodable) and access to a range of books via the Oxford Reading Buddies online system.

AIMS AND OBJECTIVES

Children with good phonic skills should:

- Listen attentively
- Enlarge their vocabulary
- Speak confidently
- Discriminate between phonemes
- Reproduce audibly the phonemes they hear and read, in order, then blend to make words
- Use sound-talk to segment words into phonemes
- Read and write with confidence, fluency and understanding.
- Understand the sound and spelling system and use this to read and spell accurately.
- Have an interest in words and their meanings and a growing vocabulary.
- Know, understand and be able to write in a range of genres in fiction, non-fiction and poetry.
- Be interested in a wide range of books, read for pleasure, evaluating and justifying their preferences.
- Promote pupils' spiritual, moral, social and cultural development.

TEACHING AND LEARNING APPROACHES

PLANNING

At Norwood Primary School, all children in Year R, Year 1 and Year 2 receive a daily phonics lesson, with phonics lessons extended into Key Stage 2 for pupils who still require this. Our planning, for these lessons, is based on our chosen SSP programme, the DFE Letters and Sounds document. We follow this SSP programme with fidelity, consistency and continuity. This document breaks the teaching of phonics into a six phase teaching programme. Phase One concentrates on activities to promote speaking and listening skills, phonological awareness and oral blending and segmenting. Phases 2 – 6 focus on high quality phonic work, providing advice and activities to ensure that by the end of Key Stage 1 children develop fluent word reading skills and have good foundations in spelling.

The key features of effective letters and sounds teaching are:

- consistency
- progression and pace
- linking phonics to reading and writing
- direct whole class teaching (Reception) Differentiated groups (KS1) due to Covid gap.
- fast, repeated practise
- use of fully decodable books, matched to the exact sets of phonemes for each phase
- early identification of children in danger of falling behind
- effective keep up support for the lowest 20% of pupils

Every lesson follows the exact same four-part teaching sequence:

- revisit and review
- teach
- practise and apply
- revise

Phase 1

Phase 1 falls largely within the Communication, Language and Literacy area of learning in the early Years Foundation Stage. Children will have experienced many activities within Phase 1 if they attended a pre-school or nursery setting. At Norwood, we continue with Phase 1 during the first half of the Autumn term, through continuous provision. Phase 1 covers the following aspects;

- Environmental sounds
- Instrumental sounds
- Body percussion
- Rhythm and rhyme
- Alliteration
- Voice sounds
- Oral blending and segmenting

These aspects are designed to help children:

1. Listen attentively
2. Enlarge their vocabulary
3. Speak confidently
4. Discriminate phonemes
5. Reproduce audibly the phonemes they hear, in order, all through the word
6. Use sound-talk to segment words into phonemes

Phase 2

At Norwood, we aim to begin this phase in Reception as soon as the children attend full-time. This phase can last up to 6 weeks, longer if necessary. The purpose of this phase is to teach at least 19 letters, and move children on from oral blending and segmenting with letters. By the end of the phase many children should be able to read some VC (vowel consonant) and CVC (consonant vowel consonant) words and to spell them either using magnetic letters or by writing them. During the phase they will be introduced to reading two-syllable words and simple captions. They will also learn to read some high-frequency 'tricky' words: the, to, go, no and into.

Letter progression:

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

Phase 3

Most children will move on to phase 3 in the Autumn term in Reception. (This phase can last up to 12 weeks). This will be followed by revision of all of phase 2 and 3 in the Spring term, with a focus on blending to read, segmenting to write and 'tricky' word recognition.

The purpose of Phase 3 is to teach another 27 graphemes (written letter sound), most of them comprising two letters (e.g. oa), so that the children can represent each of about 42 phonemes (oral letter sound) by a grapheme. Children also continue to practise CVC blending and segmenting to reading and spelling simple two-syllable words and captions. They will learn letter names during this phase, learn to read more tricky words and also begin to learn to spell some of these words.

Letter progression:

- j v w x
- y z zz qu
- ch sh th ng
- ai ee igh oa
- oo ar or ur
- ow oi er ur
- ear air ure

Tricky words taught:

He, me, she, we, be, was, my, you, her, they, all, are

Phase 4

The aim is for most children in Reception to be taught phase 4 in the summer term. At the start of Year 1, we will begin with a recap of this phase, as well as a quick revision of Phases 2 and 3. This phase lasts between 4-6weeks. The purpose of this phase is to consolidate children's knowledge of graphemes in reading and spelling words containing adjacent consonants.

By the end of Phase 4 children should:

- give the sound when shown any Phase 2 or 3 grapheme
- find any Phase 2 or 3 grapheme from a display when given the sound
- be able to blend and read words containing adjacent consonants, e.g. trip
- be able to segment and spell words containing adjacent consonants

- be able to read the tricky words, some, one, said, come, do, so, were, when, have, there, out, like, little, what
- be able to spell the tricky words, he, she, we, me, be, was, my, you, her, they, all, are
- write each letter correctly

Phase 5

Phase 5 is taught throughout year 1, with some children recapping earlier phases if they were not secure. The purpose of this phase is for the children to broaden their knowledge of graphemes and phonemes for use in reading and spelling. They will learn new graphemes and alternative pronunciations for these and the graphemes that they already know, where relevant.

Graphemes taught:

- ay ou ie ea
- oy ir ue aw
- wh ph ew oe au
- a-e e-e i-e o-e-u-e (split digraphs)

By the end of Phase 5, children should:

- give the sound when shown any grapheme that has been taught
- for any given sound, write the common graphemes
- apply phonic knowledge and skills as the prime approach to reading and spelling unfamiliar words that are not completely decodable
- read and spell phonically decodable two or three syllable words
- read automatically all the words in the list of 100 high frequency words
- accurately spell most of the words in the list of 100 high-frequency words.
- Form each letter correctly

Phase 6

This phase is taught throughout Year 2 and concentrates on spelling skills. Any child who is not secure at any of the earlier phases, and did not pass the phonics screening assessment in Year1, will receive further teaching and support with these phases also.

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

At Phase 6, the children move from learning to read, to reading to learn. Children read for information and for pleasure. The following aspects of spelling will be taught throughout this phase:

- Introducing and teaching the past tense
- Investigating and learning how to add suffixes
- Teaching the spelling of long words
- Finding and learning the difficult bits in words
- Children gaining independence in their reading and writing

Children may be streamed across Year R, Year 1 and Year 2 in differentiated groups, depending upon their phonics progress. Our aim is to try to keep all pupils together within their class group, however, gaps due to Covid may mean this is not possible. Most pupils stay within their own year group, however, some pupils can be taught in other year groups if deemed appropriate.

ASSESSMENT AND RECORDING

Pupils' progress is assessed and monitored during the year through normal teacher assessment for learning including marking, planning and observation. Pupils' phonics work is marked by the teacher in line with the school's marking policy. From Reception to Year 2, pupils are assessed every half term using assessments from our SSP programme, to track their progression of phoneme/grapheme recognition, ability to blend to read a variety of words, ability to segment to write a variety of words and their ability to read on sight common high frequency words. The same adult will assess all children within a year group to ensure consistency. The adults will be members of the Senior Management Team, who will also moderate with each other. Pupils who fall behind (the lowest 20%) are identified immediately and receive daily 1:1 intervention in our "Keep Up" sessions. Pupils still receiving phonics teaching in Y3-6 will also complete half-termly assessments delivered by a member of the SMT. The lowest 20% will then receive daily interventions.

Children's' progress in phonics can also be tracked through the half termly writing assessment piece. Once a term, all children will produce a piece of writing based around the same prompt. This might be in the form of a picture, short video, a short book or text, or a different writing stimulus. The end of Key Stage checklists are used to assess the half termly written assessment piece in Year 2 and Year 6, which include phonics and spelling objectives. In other year groups, similar checklists are used which have been adapted to feature specific written targets for the relevant year group.

Phonics screening

In June in Year 1, every child completes a statutory assessment in their phonics skills to ensure that most children are achieving a good standard. The assessments are carried out individually with their child's teacher, and consist of 40 words containing the phonemes/graphemes taught throughout phases 2-5. The assessment contains both real and pseudo (nonsense) words which the child has to read. The assessment does not include any writing element. A report showing the children's results will be sent out with their end of year report. Any child who does not reach the required standard will need to retake this assessment in Year 2. Phonics support will continue in Year 3 and beyond, for any child who still hasn't passed the phonics screening.

Pupils who do not achieve the required standard by the end of Year 2

Any pupil who needs additional support with their phonic skills should be provided with regular phonics teaching beyond Year 2. Depending upon the individual pupil, this can be done either through intervention support within their year group, or by attending phonics sessions in another year group. Class teachers need to be fully aware of the progress and achievement of their own pupils in their phonics skills. Class teachers should also plan for applied phonics activities within English, or guided reading/basic skills, for these pupils.

All staff have received full training on Letters and Sounds from an accredited training provider, they receive regular coaching/training/CPD and new staff will receive training as part of their induction. Our training specifies how to teach "keep up" sessions for the lowest 20% of pupils, including those with SEND. We aim to have a cycle of ongoing continuous professional development for all staff, to ensure that high standards are maintained.

TIME ALLOCATION

The DfE recommends a **minimum** of 20 minutes teaching time daily, dedicated to the discrete teaching of phonics. At Norwood, we also ensure that phonics activities are built into guided reading/basic skills lessons within Years R-2 and for any pupils who require this in Years 3-6. During the school day, frequently repeated practise should be built in, to revisit and consolidate learning, especially for the lowest 20%.

EQUAL OPPORTUNITIES AND INCLUSION

All children will be provided with equal access to the phonics curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background and according to individual abilities.

ICT

Opportunities to use ICT to support teaching and learning in Phonics will be planned for and used as appropriate.

HEALTH AND SAFETY

The general teaching requirement for health and safety applies in this subject. We encourage the children to consider their own safety and the safety of others at all times. Teachers refer to the School's Health and Safety Policy and the safety procedures recommended in the DfE 'Health and Safety of Pupils on Educational Visits' guidelines for the educational visits aspects of this subject.

ROLE OF SUBJECT LEADER/MONITORING

The phonics lead teacher is responsible for phonics throughout the school but will be supported by members of the reading team which includes the English lead teachers. The phonics lead teacher will be given dedicated time to fulfil the role. This includes:

- Organise accredited training and regular update training for all staff including management and new staff on induction.
- Ensure consistency in teaching and support materials.
- Assesses all Reception/KS1 pupils every half and with support from senior management.
- Uses assessment data to identify pupils needing 1:1 keep Up sessions. (Lowest 20%)
- Through monitoring and support, ensure that SSP lessons are of the highest standard to reduce the number of pupils who need extra support.
- Through monitoring and support, ensure that "Keep Up" lessons are of the highest standard.
- Provide regular CPD and coaching.
- Fast track late entry pupils to catch up with peers.
- Meet frequently with the head teacher to discuss the impact of each teacher on pupils' progress, particularly the lowest 20%
- Engage the support of parents to develop a strong home school reading partnership.

ROLE OF GOVERNORS AND PARENTS

Parents

The role of parents and carers in supporting early reading is of huge importance. We aim to build a strong home school partnership so our pupils can make speedy progress in phonics and develop a love of reading. This will be supported by:

- parent workshops/ training videos on class dojo
- links to Letters and Sounds YouTube channel and resources
- Oxford Reading Buddies online, home/school reading platform
- Providing fully decodable books for every pupil receiving phonics teaching, as their guided reading and home reading book. Any books lost or damaged at home will be subject to a £5 charge from the parents.

Our governors determine, support, monitor and review the school phonics policy. In particular, they:

- Support the use of appropriate teaching strategies by helping to allocate resources effectively.
- Ensure that the school buildings and premises promote successful teaching and learning.
- Ensure that high quality staff are appointed.
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment through link visits to the school and in consultation with subject leaders
- Ensure that staff development and performance management policies promote good quality teaching and learning.
- Monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. These include reports from subject leaders and Development Team and the termly Head Teacher's report to governors as well as a review of the in-service training sessions attended by our staff.

OUTCOMES

Phonics will be fun. It will form an essential part of the teaching of all subjects and will be used to promote excellence and enjoyment. Phonics will have a strong presence in the ethos of the school through displays, performances, music, drama and assemblies. Parents and grand-parents will be encouraged to participate in the teaching and learning of Phonics. The vast majority of pupils will be fluent readers by the end of key stage 1.

Appendices

Appendix1 Term by term expectations for Reception, Year One and Year Two

Appendix 2 Decodable book progression

Appendix 3 Decodable books rationale

GLOSSARY OF TERMS

Phoneme - A single sound that can be made by one or more letter, e.g. s, k, z, oo, igh

Grapheme - Written letters or a group of letters which represent one single sound, e.g. a, l, sh, air, ck.

Blending - saying the individual sounds that make up a word and then merging or blending the sounds together to say the word; used when reading

Segmenting - This is the opposite of blending. Splitting a word up into individual sounds, used when spelling and writing.

Tricky words - Words that are difficult to sound out, e.g. said, the because

Digraph - Two letters which together make one sound, e.g. ee, oa, ai, ch, sh

Trigraph - Three letters which go together to make one sound e.g. ear, air, igh, dge.

Letters and Sounds - A government document detailing the teaching of phonics