RISE PARK PRIMARY AND NURSERY SCHOOL

Phonics Policy

October 2022

Signed by Chair of Committee	
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Date	October 2022
Date of review	October 2023

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Intent

Introduction

At Rise Park Primary and Nursery School we aim to achieve the highest degree of progress in pupils' abilities through the teaching of systematic synthetic phonics which is consistent and cumulative. We strive to ensure that all pupils become successful, fluent readers by the end of Key Stage One and we believe this is achievable through a combination of strong, high quality 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'.

Aims

➢ To teach pupils 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 consistent, systematic, interactive and engaging.
➢ To enable pupils to use phonic awareness across the curriculum.
➢ To ensure that pupils know the 44 phonemes within the English language.
➢ To teach pupils to recognise the graphemes within words and associate them with the appropriate phoneme when reading.
➢ To provide pupils with strategies to identify and decode 'tricky' words.

Objectives

➢ To provide consistent, high quality phonics teaching that ensures all pupils 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 pupils needing interventions to support phonetic knowledge and understanding.
➢ To ensure that pupils have sound phonetic knowledge, understanding and skills so that they can decode words confidently and engage with higher order reading and writing skills.

Implementation

Curriculum, Teaching and Learning Guidance

At Rise Park Primary and Nursery School, we follow the Letters and Sounds document's principles and practice across EYFS and Key Stage One – this is supported by using the SmartKids range of resources to support the effective delivery of phonic lessons by catering for all pupils' 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 pupils within the lesson.

Teachers use assessments to inform them of the progress pupils are making. It also enables teachers to adapt the provision if necessary to ensure the needs of individual pupils are met. Daily targeted 'keep-ups' alongside high quality learning environments, ensure that no child is left behind.

All Year One pupils 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 Year Three as required.

Planning for phonics will be done separately from English planning but with the understanding that good phonics teaching should link to the English needs of the pupils within an English lesson and across the curriculum. There should also be an even balance of reading and writing within the phonics lesson. Each phonics lesson should include the following section:
  ➢ Revise – Overlearn the previous graphemes and words.
  ➢ Teach – Introduce a new grapheme/phoneme and words.
  ➢ Practise – Develop GPC (grapheme phoneme correspondence)/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

Please refer to Appendix 1 for the year group expectations of which Phase is to be taught in each year group and term.

F1 – Pupils should be taught Phase 1 through a differentiated approach within the setting on a daily basis. Aspect 7 (oral blending and segmenting) will be taught either in the phonics lesson or by staff members orally blending and segmenting at multiple points during the school day. Staff will begin teach Phase 2 to any children assessed as secure at Phase 1.

FS2 – Pupils will be taught a phonics lesson daily for a 30-minute period within 4 mixed ability groups of 15 children to ensure that all pupils reach their full potential within a

challenging and supportive environment. Phonic skills are embedded in writing and reading tasks in Literacy sessions.

Continuous provision and the outdoor learning environment in EYFS support pupils in closing the word gap and consolidating their phonic knowledge. Grapheme grids should be freely available within the environment both indoors and outdoors. The driving ethos should be for all pupils to complete Phase 4 by then end of FS2 and have a sound understanding in order to start Phase 5 by the start of Year 1. Pupils are introduced to the 'tricky words' and aim to read and write tricky and high frequency words for Phase 2 to 4 before they enter Year 1. Pupils who have been assessed as having gaps in their learning are given extra daily intervention to aid them in keeping up and reaching their full potential.

Year 1 - Pupils will be taught a phonics lesson daily for a 30-minute period within 4 mixed ability groups to ensure that all pupils reach their full potential within a challenging and supportive environment. The underlying aim of Year 1 should be to ensure all pupils have completed Phases 4 and 5 and be ready to begin Phase 6 when they start in Year 2. They should have plenty of practise in recognising 'Alien' Pseudo words, in readiness for the Phonic Screening Check and to give them the confidence to read any word. Pupils should aim to read and write all common exception words for Years 1 and 2. Pupils who have been assessed as having gaps in their learning are given extra daily intervention to aid them in keeping up and reaching their full potential.

Year 2 - Pupils who have been assessed as having gaps in their learning receive a phonics lesson daily for a 30-minute period to aid them in keeping up and reaching their full potential. Phase 6 is taught within daily English lessons. The aim of Year 2 should be to ensure that all pupils have completed Phase 6 while revisiting earlier Phases to reinforce previous learning and to also re-experience 'tricky words' that they have previously encountered.

Year 3 – Pupils who did not pass the Phonic Screening Check in Year 2 or have been assessed as not reaching a sufficiently proficient level in GPC awareness and application will continue to have access to daily 30-minute phonic lessons across the Autumn Term. Pupils who by the end of the Autumn Term have still not reached a sufficiently skilled level of phonetic awareness will have intervention programmes arranged to provide for this need.

Classroom Environment

In each class is an appropriate Phonic display using the SmartKids phonic frieze. These displays concentrate on both sounds and 'tricky' words that the pupils are currently learning. Grapheme grids should be readily available in every lesson to support pupils' early writing across the curriculum. In EYFS, the displays should reflect the sounds and words that the children have been taught. This working wall will be updated daily. Phonic games and grapheme grids will be out within the provision. Both the indoor and outdoor learning environments provide multiple opportunities to consolidate learning and are rich with print.

<u>Reading Scheme</u>

Systematic Synthetic Phonics plays a key role in a rich and varied reading programme. The school has invested in the Big Cat Collins reading scheme to support pupils to apply their phonic knowledge and skills, as well as develop their reading comprehension. Reading books and the colour bands are organised in line with the Letters and Sounds scheme and pupils are matched to books that include graphemes and tricky words pupils have been taught. This makes it easy for teachers to choose a text that is matched to the pupils growing phonic knowledge and that does not encourage a pupil to guess at words if they have included GPC's they have not yet been taught. In addition to this, pupils are also encouraged to choose a 'reading for pleasure' book from their class library.

<u>Home Learning</u>

Parental involvement is key in the acquisition of phonics. Each child in F2 receives a 'what we are learning this week' sheet weekly which contains the sounds, tricky words to read and write and a sentence to read. In Year 1 children receive a reading comprehension sheet weekly. Phonic homework sheets which are generated from the 'Phonics Tracker' assessments are also sent home termly for pupils in F2, Year 1 and Year 2. These are sent home half-termly for the lowest 20%. Pupils in Year 1 upwards receive spellings to learn.

<u>Assessment</u>

In F1 children are assessed in relation to their Phase 1 knowledge within the 7 aspects using 'Phonic Tracker.' In F2, Year 1 and Year 2 pupils are assessed using 'Phonic Tracker' for GPC's, blending skills and the ability to read tricky and high frequency words each term. This 'Phonic Tracker' assessment is carried out half-termly with the lowest 20% in F2, Year 1 and Year 2. Towards the Phonics Screening Check, Year 1 pupils will be given practise papers to identify specific skills or any gaps in learning.

Intended Impact
- All children will become confident, fluent readers by the end of Key Stage One.
- All children will have access to a book that they can read according to their knowledge of phonics.
- The Phonics Screening Test will be in line with or above National.
- All children will be able to apply their phonic knowledge to decode unknown words throughout the school.
- We will have a culture of 'keep up, not catch up' in phonics and reading to ensure that any gaps that the children have are swiftly closed.
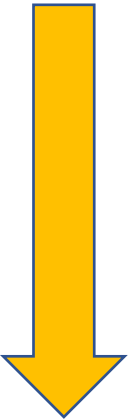
Appendices

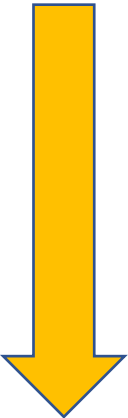Appendix 1: Teaching Timetable for Letters and Sounds
Appendix 2: Technical Vocabulary for Letters and Sounds
Appendix 3: Phonics Guidebook 2022/2023

Appendix 1.

Teaching Timetable for Letters and Sounds.

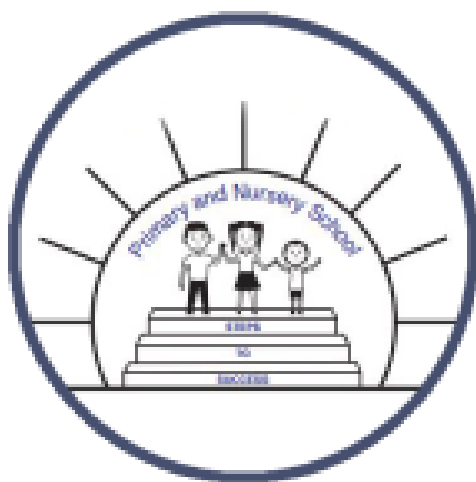| Phase One provision ongoing alongside SSP	Reception	
	Autumn One (as soon as children are admitted)	Phase Two
	Autumn Two	Phase Three
	Spring Term	Consolidate Phase Two and Three
	Summer Term	Phase Four

Phase One provision ongoing alongside SSP	Year One	
	Autumn One	Consolidate Phase Three and Four for reading and writing
	Autumn Two	Phase Five part 1 for reading. Consolidate Phase Three and Four for writing.
	Spring One	Phase Five part 1 for reading. NC Spelling objectives for Y1.
	Spring Two	Phase Five part 2 for reading. NC Spelling objectives for Y1.
	Summer Term	Consolidate Phase Five parts 1 and 2. Phase Five part 3.

Appendix 2.

Technical Vocabulary for Letters and Sounds.

Phoneme The smallest unit of sound in a word – often referred to as "a sound"	**Grapheme – phoneme correspondence (GPC)** The match between a phoneme and a grapheme	**Grapheme** A letter (or sequence of letters) that represent(s) a phoneme
Recognition Saying the phoneme when shown the grapheme	**Tricky (Common Exception) word** A word that contains GPCs that do not follow the usual pattern or have not yet been taught within the programme	**Recall** Finding or writing the grapheme that represents a particular phoneme
Sound-talk (or robot arms) Segmenting words into component sounds (phonemes) in order to teach blending or in the early stages of segmenting	**Robot arms** Blending arms up and down like a robot to provide a multi-sensory prompt for segmenting a word into its separate sounds (phonemes)	**Blending hands** Rubbing hands together after segmenting a word as a visual prompt for children to blend the sounds (phonemes)
Sound (as a verb) Saying the phonemes that each grapheme represents in order to blend them	**Blend** Squashing sounds (phonemes) together to make larger units such as syllables or words	**Over-sound** Sounding words prior to blending out of habit rather than as required for accurate decoding
On the go (fluent) blending Reading words on the go (fluently) without overt sounding	**Segment** Breaking words or parts of words into the component sounds (phonemes)	**Whole-word segmenting** The process of segmenting the whole word before finding or writing the letters rather than taking one letter at a time
Adjacent consonants (ccvc; cvcc; cccvc; ccvcc) Two or more consonants next to each other at the beginning or end of a word or syllable	**Alternative (additional) graphemes** Further common graphemes used to represent familiar phonemes	**Alternative pronunciation** Alternative ways of pronouncing graphemes that have already been taught to ensure words 'sound right'

Appendix 3.

Rise Park Primary and Nursery School

Phonics Guidebook

Introduction

In 2006, Sir Jim Rose completed his independent review of the teaching of early reading. The Rose Report makes it clear that high-quality phonics work should be taught systematically and discretely as the prime approach used in the teaching of early reading. The review report provided clear recommendations of what constitutes high-quality phonics work.

The ability to read and write well is a vital skill for all children. From an early age, children develop awareness of different sounds in spoken language. They develop an understanding that spoken words are made up of different sounds (phonemes) and they learn to match these phonemes to letters (graphemes).

Our approach to phonics

We follow the Letters and Sounds principles and practice of high quality phonics. The six phases of the Letters and Sounds document provides a structure for class teachers to follow and plan for children's progress. High-quality phonics teaching secures the crucial skills of word recognition that, once mastered, enable children to read fluently and automatically. Once children are fluent readers, they are able to concentrate on the meaning of the text. Children need to acquire and secure automatic decoding skills and progress from 'learning to read' to 'reading to learn' for purpose and pleasure. The ultimate goal of learning to read is comprehension. Once children can read, they are in charge of their own learning.

Letters and Sounds

Letters and Sounds is designed to teach children how the alphabet works for reading and spelling. Systematic, high quality phonics teaching is essential and is needed for children to achieve the goal of reading. Letters and Sounds is designed as a time-limited programme of phonics. It works on securing fluent word recognition skills for reading by the end of Key Stage One and an understanding of the reversibility of these skills for spelling.

Timings

Rise Park Primary and Nursey School has fidelity to Letter and Sounds. It is a robust programme of high quality phonic work, which is taught systematically. At Rise Park Primary and Nursery School, we teach phonics daily, for approximately 30 minutes.

The environment

In each Nursery, Reception and Year 1 and Year 2 classrooms there is a Smart Kids phoneme frieze of all the phases that they have been taught. The mnemonic cards, used for revisiting already taught phonemes, are part of the Smart Kids resources. These are used at the beginning of the phonics session.

Lesson Structure

Every phonics session will follow the same design:-

- Revisit and review (children recall 5 previous graphemes, learn to read a new tricky word, read 5 previously taught tricky words, learn to write a new tricky word, recognise 5-10 previous graphemes.
- Teach (a new phoneme, skywrite and handwrite the grapheme, orally blend pictures with the new phoneme in).
- Practise and Apply (practise reading words and apply this knowledge when reading sentences/paragraphs with the new grapheme)
- Practise and Apply (practise writing words and apply this knowledge when writing sentences/paragraphs)
- Revise key learning (recap on the new phoneme taught).

Seating arrangements

Children are taught in groups of 15 mixed ability children to ensure efficiency and maximum success for all abilities. Seating arrangements are managed by the teacher to ensure the bottom 20% and children who disengage easily are closest to the best teaching. Groups are switched over between T and TA on a weekly basis.

Overview of strategies

In order for children to make maximum progress teachers use pure sounds. If unclean sounds are used it can make learning to blend and segmenting for spelling difficult.

Mnemonics (memory aids) are used to help the children remember the letters. Teachers need to take care, however, that children do not become reliant on them to remember the letter shape and sound. Therefore, as soon as children no longer require the mnemonics they will be withdrawn.

We introduce letter names as soon as children begin the programme. During phase 3, children need to refer to the letter names when identifying the letters that make up two or three letter graphemes. Letter names are used for both upper and lower case letters.

Teachers use a yellow whiteboard pen to correct letter formation, during the writing of graphemes, words and sentences.

At Rise Park Primary and Nursery School, high frequency 'tricky' words are called tricky words. Most tricky words have at least one GPC that is familiar. When introducing them, start from what is known and register the 'tricky bit'.

Phonics sessions are not used to explain the meaning of words. This hinders the pace of the session and will be taught at an alternative time.

As part of phonics sessions in the summer term of F2 and in Year 1 children will encounter 'alien' words. These pseudo words are decodable. Alien words can challenge children's understanding as they strive to find meaning in words.

During phonic lessons, reading will play a major part. Words and sentences, containing the day's phoneme, will be displayed on an individual reading mat.

Resources

Every child will have their own phonics pack. This will contain a lined whiteboard, pen, rubber and grapheme grid (which are colour coded in the order in which they are taught).

Actions and Phrases

To aid children to form letters correctly, teachers will use phrases such as 'start at the top', 'straight down', 'back up again', 'over the hill', 'curl it under' and 'flick'. Teachers will not use animated phrases, such as curly caterpillar letters.

When skywriting children are to hold their pen in the correct grip to form the letters correctly in the air.

When segmenting words in order to write them we use robot arms, to split the word into separate sounds. This aids the writing of each grapheme.

When blending graphemes to read, sound buttons are used to identify individual sounds, whether they are single graphemes, 2 letter graphemes or 3 letter graphemes. Children then swipe along the word to blend it together.

When orally blending children point in the air for each phoneme and then swipe to orally blend the word together.

Assessment arrangements

All children in Reception, Year 1 and Year 2, (if they have not passed their phonics screening check) will be assessed using phonic tracker at the end of each term against the phonemes that have been taught. The results will be used to analyse where phonics gaps are for each child and will inform daily phonic lessons. In addition, the lowest 20% of children in Reception and Year 1 will be assessed using phonic tracker on a half-termly basis which will then inform daily intervention sessions.

Phonics screening checks will be carried out in July (reception), January, March and May for Year 1 and resit Year 2 children.

Keeping up

The lowest 20% of children in Reception and Year 1 who are not on track or have phonic gaps will have extra daily phonic sessions. These may be in small groups or individually. These will be quick 2-3 minute interventions which consist of 'Win it' 'Mix it up' and 'Oral blending'.

Reading

The lowest 20% in F2 and Year 1 will read individually every day. This may be to a T, TA, or midday.

Decodable books

Decodable books offer children an opportunity to practice the phonic knowledge and skills they have learned within a controlled text. Just like when children are taught maths, they need to practise what they have been taught, in order to internalise the new learning and to develop automaticity. Decodable books are books that contain only the phonetic code that each individual child has already learned and has retained into their long term memory.

They may seem easy but it is for them to practise their skills to become confident readers. When learning to play a recorder you practise the notes you have learnt. You do not move on until you are confident and fluent.

Terminology

Automaticity
Phonic knowledge is only the first step toward reading. If reading is to become fluent then children need to recognise words quickly. In order to gain meaning from a text, children must read it fluently – not needing to break each word down to the individual phonemes/sounds. Think about how you are reading this text; you are not breaking each word down into its phonemes/sounds – you have achieved automaticity when reading.

Blending

Blending is the process of synthesising words or syllables from their constituent phonemes/sounds in the correct order to read whole words.

Decoding

The process of reading a word with Synthetic Phonics has two stages. Firstly, the individual grapheme-phoneme correspondence is recognised and then the phonemes/sounds are blended or synthesised into the word. Reading (decoding) and spelling (segmenting) are reversible processes that are taught simultaneously in Synthetic Phonics.

Digraph

A digraph is a two-letter grapheme that represent one phoneme/sound. For example, /sh/ represents one phoneme/sound in 'shop' and the vowel digraph /oa/ represents one phoneme/sound in 'boat'. Two letters come together to represent a new phoneme/sound.

Encoding

Synthetic Phonics teaches children that the English alphabetic code is reversible; if you can read a word you can spell it. Encoding involves listening for the phonemes/sounds and deciding which letters represent those phonemes/sounds. Also known as spelling!

Fidelity

Fidelity is an important component of your Synthetic Phonics program. It means that every one of the 44 phonemes/sounds are taught. You should not deviate from the sequence.

Grapheme-Phoneme Correspondences (GPCs)

For reading and spelling children need to know which phonemes/sounds correspond to which letters (graphemes) and vice-versa.

Homograph

Homographs are words that are spelled the same but have different meanings (and may or may not have different pronunciations). This is important because children need to use more than phonic knowledge to read these words. Homographs must be read in the context of a phrase or sentence. For example, the word, 'read', how you pronounce it depends on the context: "He read that whole book!" compared to "I like to read in bed".

Phoneme

A phoneme is the smallest unit of sound in a word. It is a term that children need to learn. At the beginning of your Synthetic Phonics program, it will be represented by one letter; later on it may be represented by two, three or even four letters. For example, /s/ is introduced as being represented by 's', then 'ss' and eventually 'ce' and more…

Segmenting

"I want to spell frog, what phonemes can I hear, and what graphemes are those phonemes represented by?" This involves the breaking down of words into their constituent phonemes/sounds in order to spell the word. It is the reverse phonic skill to blending, and called spelling.

Split Digraph
A split digraph is when another letter comes in between the two graphemes of a single phoneme/sound, for example, the 'K' in 'make' separates the digraph /ae/, creating split digraph /a_e/.

Synthetic Phonics
The 'synthetic' element refers to the blending or synthesising of phonemes/sounds to make a word. Synthetic Phonics emphasises the structure of the written language and teaches it in a systematic and thorough fashion.

Trigraph
Three letters coming together to make one phoneme/sound is a trigraph. The /igh/ in 'night' is a trigraph.
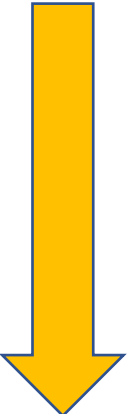
Interventions (5 minute)
Win it – intervention for phoneme grapheme correspondence
Mix it up – Intervention for blending
Oral blending – intervention for children who are unable to orally blend.

Phonics Progression and Timetable

Phase One provision ongoing alongside SSP	Reception	
	Autumn One (as soon as children are admitted)	Phase Two
	Autumn Two	Phase Three
	Spring Term	Consolidate Phase Two and Three
	Summer Term	Phase Four

Phase One provision ongoing alongside SSP	Year One	
	Autumn One	Consolidate Phase Three and Four for reading and writing

	Autumn Two	Phase Five part 1 for reading. Consolidate Phase Three and Four for writing.
	Spring One	Phase Five part 1 for reading. NC Spelling objectives for Y1.
	Spring Two	Phase Five part 2 for reading. NC Spelling objectives for Y1.
	Summer Term	Consolidate Phase Five parts 1 and 2. Phase Five part 3.