




# Phonic Policy

Rise Park Primary and Nursery School

Signed by Chair of Committee	
Print Name	Jeanette Kirkby
Date	July 2024
Date of review	July 2026

# Rise Park Primary and Nursery School Phonic Policy

July 2024

## 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 and show fidelity to Pearl Phonics across EYFS and Key Stage One. In Key Stage Two interventions are based around the gaps identified through teacher assessment. Lessons are quick in pace, 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 'precision teaching' 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 intervention 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. Within each phonic lesson there is an even balance of both reading and writing. Each phonics lesson should include the following sections:

- Revisit and review (5 minutes) – Overlearn previously taught graphemes and words, including oral blending and segmentation.
- Teach (4 minutes) – Introduce a new grapheme/phoneme and written formation.
- Model reading (4 minutes) – Teach and read tricky words. Model reading with the 5 step system.
- Independent reading and application (5 minutes) – Children to read the words and the sentence/paragraph. Adult to read the paragraph with fluency and intonation.
- Model spelling (4 minutes) – Model segmenting and writing the first two pictures.
- Independent spelling practice and application (5 minutes) – Children to segment and write all of the pictures. Children to write the dictated sentence.
- Review and revise (2 minutes) – Recap the taught GPC and children to complete the selfassessment.

### 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 mats 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 One. 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 One. 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 One should be to ensure all pupils have completed and are confident within Phases 4 and 5. 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 One and Two. 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. The aim of Year 2 should be to ensure that all pupils have closed any GPC gaps and have reinforced previous learning and re-experienced ‘tricky words’ that they have previously encountered.

**Year 3** – Pupils who did not pass the Phonic Screening Check in Year Two or have been assessed as not reaching a sufficiently proficient level in GPC awareness and application will continue to have access to an intervention programme arranged to provide for this need.

### Classroom Environment

In each class is an appropriate Phonic display using the Pearl Phonics resources and uniform layout. These displays concentrate on both sounds and ‘tricky’ words that the pupils are currently learning. Grapheme mats 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 mats will be out within the provision. Both the indoor and outdoor learning environments provide multiple opportunities to consolidate learning and are rich with print.

### Reading Scheme

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 Pearl Phonics scheme and pupils are closely matched to books that include graphemes and tricky words they 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. In addition to this, pupils are also encouraged to choose a 'reading for pleasure' book from their class library.

### Home Learning

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. Once the code has been taught the children then receive a weekly home learning challenge. Children who have been identified as needing additional support to blend receive a weekly 'blending line' intervention home learning sheet. In Year 1 children receive a reading comprehension sheet weekly. Children who have been identified as needing additional support to blend receive 5 weekly 'blending line' intervention home learning sheets. Phonic homework sheets which are generated from the 'Phonics Tracker' assessments are also sent home termly for pupils in Year 1 and Year 2. These are sent home half-termly for children in F2. Pupils in Year 1 upwards receive spellings to learn.

### Assessment

In F1 children are assessed in relation to their Phase 1 knowledge within the 7 aspects using 'Phonic Tracker.'

Assessment points are as follows for F2, Year 1 and Year 2:

- Autumn 1 (Oct) – F2, Year 1, Year 2 pupils are assessed on 'Phonic Tracker' for GPC's, blending and the ability to read tricky and high frequency words.
- Autumn 2 (Dec) – F2 pupils are assessed on 'Phonic Tracker' for GPC's, blending and the ability to read tricky and high frequency words. Year 1 and Year 2 pupils are assessed using a screening check on 'Phonic Tracker'.
- Spring 1 (Jan) - F2, Year 1, Year 2 pupils are assessed on 'Phonic Tracker' for GPC's, blending and the ability to read tricky and high frequency words.
- Spring 2 (March) - F2 pupils are assessed on 'Phonic Tracker' for GPC's, blending and the ability to read tricky and high frequency words. Year 1 and Year 2 pupils are assessed using a screening check on 'Phonic Tracker'.
- Summer 1 (May) - F2, Year 1, Year 2 pupils are assessed on 'Phonic Tracker' for GPC's, blending and the ability to read tricky and high frequency words.
- Summer 2 (June) – All Year 1 and Year 2 pupils who did not pass the previous year will sit the screening check.
- Summer 2 (July) – F2 pupils are assessed on 'Phonic Tracker' for GPC's, blending and the ability to read tricky and high frequency words. They are also assessed on a screening check for the first 20 words.

## 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 pupils who pass the Phonics Screening Check 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 Pearl Phonics

Appendix 2: Technical Vocabulary for Pearl Phonics

Appendix 3: Phonics Guidebook 2024/2025

## Appendix 1.

### Reception Progression Chart

Reception	Grapheme – Phoneme Correspondences	Tricky words	Decodable texts	Guidance and notes:
Autumn One (as soon as all children are admitted-week three at the latest)	Phase Two s a t p i n m d g o c k c k e u r h b f ff l l i s s  Oral blending Picture Cards: Set 1-6	a, is, the, I go, no, to, into, as, has, his, of, going (Teach 2-3 per week to allow for consolidation and review in the final week)	Week 1: Lilac books to establish routines. Week 2: Big Cat Pink A books Week 3-6: Big Cat Pink B books	-Lilac books are to only be used for a limited time. They enable children to establish a book bag routine and begin to manage books for themselves. They learn how to navigate the books and interact with the images. Adults use this window to also promote language development. -Quality first teaching should enable children to then access Pink A once they have the requisite GOCs and can blend. Any children at risk of missing this milestone should access the one-to-one activities. -Schools should use the Big Cat Excel to support book allocation and this should be followed.
Autumn Two	Phase Three j v w x y z z z qu ch sh th ng/nk, ai ee igh oa oo (zoom and look) ar or ur ow oi ear air ure er  Guess my word oral blending. Oral segment CVCs.	her, was, you, my, by, we, be, are, he, she, me, they, all (push, pull* - regional*) (Teach 2-3 per week to allow for consolidation and review in the final week)	Week 7-8: Continue with Pink B books Week 9-11: Once 'ng' and 'nk' are covered, some Red A can be allocated. Week 12-14: Red B can be allocated.	
Spring Term	Consolidate Phase Two and Three (including the tricky words) -In this term unknown GPCs should be retaught and there will be a greater expectation on children spelling word that contain the Phase 2 and 3 GPCs. They should also work on spelling the Autumn term tricky words.		Red B to be allocated, however, those children who can already blend adjacent consonants can begin to access Yellow.	If children move onto Yellow, take care to check that they know the exception words within the books, as well as having the ability to blend adjacent consonants and short vowel phonemes. Most children will begin to access Yellow books in the Summer term. -For some schools, the consolidation of phase two and three might only be 3-4 weeks. If children are able to read and spell well with phase 2 and 3 GPCs, schools can move onto phase 4 sooner.
Summer Term	Phase 4 (cvcc & ccvc) examples bend mend hump bent damp spot spin trip glass track speck  -Begin to include phase 3 consonant and vowel digraphs once the children blend adjacent consonants.  Oral blending Picture Cards: Set 7-9  Guess my word oral blending if this is still required.  Oral segment cvcc words then move to ccvc. See oral blending Picture cards for examples of words you could use.	(yellow) like, little, ask, some, come, here, there, house, do, when, have, what, out, once, your, one, our, said, ago, so, want (blue) become, school, love		-Schools need to focus on the exception words children know before allocating books from the Yellow and Blue. Like GPCs, staff should ensure these have already been taught in the teaching sequence.

# Year 1 Progression Chart

Year 1		Grapheme – Phoneme Correspondences	Tricky words	Decodable texts	Guidance and notes:
Autumn One	Consolidate Phase Three and Four for reading and writing	<ul style="list-style-type: none"> <li>Screen children</li> <li>Re-teach GPCs where 50% or more do not know them.</li> <li>Continue to use words that contain phase 2 and 3 GPCs to help the children build accuracy and automaticity when reading them.</li> <li>If phase 2-4 is secure, then begin teaching the phase 5 material from autumn 2.</li> </ul>	Consolidate previous ones from Reception.	Children will continue to access Blue books in week 1-6.	<ul style="list-style-type: none"> <li>When consolidating Tricky words, consider adding two to your time to read and write sheets. If large numbers of children (more than 50%) are unable to read and write these, they need to go into the following lessons and be explicitly taught again using the tricky word teaching approach. If there are smaller numbers, the teacher can teach these to a group during independent practice time or during extra opportunities.</li> <li>IMPORTANT: If children show a good knowledge of the phase 2 and 3 GPCs, then consider starting to learn Phase 5 part 1 sooner. Remember that children should also be able to spell words that contain Phase 2 and 3 GPCs.</li> </ul>
Autumn Two	Phase Five begins Phase Three and Four consolidated during spelling and any dictation.	<p>/ai/ ay a-e ey ei eigh a /ee/ ie ea e-e e y ey /igh/ ie i-e y</p> <p>-Then a consolidation week.</p> <p>/oa/ o oe ow o-e</p> <p>-Consolidation. Assess and review/reteach.</p>	<p>Teach: these, Mrs, people, friend during week 7 and 8.</p> <p>(green) oh, we're, where, their, today, people, asked, pulled, called. (Teach were in a decodable text)</p> <p>(Teach 2-3 per week to allow for consolidation and review in the final week)</p>	<p>Week 7-8: Complete /ai/ and /ee/ graphemes then begin to allocate Green.</p> <p>From Week 9 and 11, you are able to allocate further Green books.</p>	<ul style="list-style-type: none"> <li>Green books contain lots of the tricky words from phase 4 so ensure these are embedded.</li> <li>By focusing on alternative graphemes for /a/ and /ee/ first, you will be able to allocate a range of the Green Big Cat books from Week 7. As previously mentioned, ensure you have taught the 5 identified tricky words in week 7 and 8.</li> <li>After week 7-11, use the time to write sheets to enable children to select the correct grapheme for a given word. Introduce the idea of 'best bet' and using a dictionary to check spelling choices.</li> <li>In this half term, ensure children are able to recognise and read the common graphemes for /ai/ /ee/ /igh/ and /oh/.</li> </ul>

Spring One	Phase 5	<p>/long oo/ u ue ew u-e ui /ow/ou</p> <p>-Consolidate vowel digraphs covered in Aut 2 and Early Spring 1</p> <p>/or/ au augh al our aw oy ir wh ff ph /c/ ch /v/ ve /j/ g dge ge /ch/ t tch /l/le /s/se /z/se</p>	<p>(orange) Mr, someone, thought, (turquoise) water, many, shoe, break, because, who, hail, many, move, eye,</p> <p>Spring 2 great, eyes,</p>	Week 1-6 children access Green	
Spring Two	Phase 5	<p>Start your PSC countdown planning grid</p> <p>Alternative pronunciations for graphemes (Children should know a range of these after their Aut and Spr 1 work):</p> <p>i. fin find o hot cold c cat cent g got giant u but unit ow cow blow ie tie field ea eat bread great er farmer her a hat what y yes by very ch chin school chef ou out shoulder could you /zh/vision visual beige measure</p>	<p>If children are secure on the tricky words taught so far, begin to teach some of the summer term ones.</p> <p>Summer tricky words start to appear on these sheets.</p>	From week 7, children begin to access most of the Orange books.	



Summer term	Phase 5 continued	<p>Teach some of the less common GPCs found in any topic words as well as the following:</p> <p>/s/ c sc ce /m/mb /sh/ci si ti ssi /c/que /n/ kn gn /r/ wr /zh/ s</p> <p>PSC preparation during Wk 5 &amp; 6</p> <p>Children should continue to read and spell words containing Phase 5 graphemes previously taught, however, they will need to 'read and spell words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings'</p>	<p>unbreakable, beautiful, friends, prove, pretty, improve, poor, door, floor(s), any, anything, waterfall, seawater, parents, whole, busy, watering, different, laughed, please, through, again, sure, hour, two, should, would, could</p>	<p>In the summer term, the children progress from the Orange books onto the Turquoise books.</p> <p>Once they pass the fluency check and they have a comprehensive grasp of the alphabetic code, they will come off the programme.</p>	<ul style="list-style-type: none"> <li>-During the summer, the children will carry out the year 1 phonics screening check. Ensure any weaker GPCs are retaught and reviewed by week 6.</li> <li>-We allow some flexibility here to also include any rare GPCs that might occur in other curriculum areas.</li> <li>-During this term, the children also cover any remaining GPCs found in the Big Cat Orange and Turquoise books.</li> <li>-As the children know a range of graphemes for a given phoneme, they should have the opportunity to choose the correct one during spelling work. National curriculum appendices (as stated on the left) should also be covered. Your time to read/write sheets should contain the endings mentioned in the GOC column.</li> <li>-During this term, children also begin to use a range of phonemes for a given grapheme. It is essential that your phonics work is supported by a comprehensive approach to vocabulary development as this will help the children hear when their attempt is right or wrong. Launchpad reading lessons, reading to an adult and staff 'colouring the word' during phonics lessons also helps.</li> <li>-Children without a comprehensive grasp of the alphabetic code or those who do not pass the fluency check, must continue to access phonics teaching.</li> </ul>
-------------	-------------------	--	---	--	--

Appendix 2.

Technical Vocabulary for Pearl Phonics.

<p><b>Phoneme</b> The smallest unit of sound in a word – often referred to as “a sound”</p>	<p><b>Grapheme – phoneme correspondence (GPC)</b> The match between a phoneme and a grapheme</p>	<p><b>Grapheme</b> A letter (or sequence of letters) that represent(s) a phoneme</p>
<p><b>Recognition</b> Saying the phoneme when shown the grapheme</p>	<p><b>Tricky (Common Exception) word</b> A word that contains GPCs that do not follow the usual pattern or have not yet been taught within the programme</p>	<p><b>Recall</b> Finding or writing the grapheme that represents a particular phoneme</p>
<p><b>Sound (as a verb)</b> Saying the phonemes that each grapheme represents in order to blend them</p>	<p><b>Blend</b> Squashing sounds (phonemes) together to make larger units such as syllables or words</p>	<p><b>Over-sound</b> Sounding words prior to blending out of habit rather than as required for accurate decoding</p>
<p><b>On the go (fluent) blending</b> Reading words on the go (fluently) without overt sounding</p>	<p><b>Segment</b> Breaking words or parts of words into the component sounds (phonemes)</p>	<p><b>Whole-word segmenting</b> The process of segmenting the whole word before finding or writing the letters rather than taking one letter at a time</p>



<p><b>Adjacent consonants (ccvc; cvcc; cccvc; ccvcc)</b> Two or more consonants next to each other at the beginning or end of a word or syllable</p>	<p><b>Alternative (additional) graphemes</b> Further common graphemes used to represent familiar phonemes</p>	<p><b>Alternative pronunciation</b> Alternative ways of pronouncing graphemes that have already been taught to ensure words 'sound right'</p>
--	---	---

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).

### Pearl Phonics

We follow with fidelity and rigour the Pearl Phonics programme. The Pearl Phonics programme provides a comprehensive step-by-step method for teaching reading, handwriting and spelling. Author Carl Pattison guides the teacher, and consequently the children, through a series of carefully designed phonics routines to master the complex English Alphabetic Code. Each session is rich in content, providing phonics instruction and exercises with cumulative code (grapheme-phoneme correspondences-GPCs), words and short decodable texts. The children will develop their language comprehension and build up their knowledge of new vocabulary and spellings. Tricky words are also woven into the programme so that children can progress through the comprehensive set of Big Cat L&S Decodable reading books.

### Pearl Phonics:

- Provides systematic and rigorous phonics teaching and practice with a rich vocabulary
- Teaches handwriting linked to the English Alphabetic Code and the Alphabet
- Applies and extends phonics to reading within the Launchpad Reading lessons and/or one-to-one reading • Involves and engages the learner.

Throughout Early years and Key stage One phonics is taught in a systematic way following the Pearl Phonics validated programme. It aims to build children's speaking and listening skills, as well as prepare children for learning to read by developing their phonic knowledge and skills. It sets out a detailed and systematic programme for teaching phonic skills for children starting in Reception, with the aim that all children will be readers by age Seven. The dedicated phonics programme works alongside the decodable books which allow pupils to apply and practise their phonic knowledge. The children learn phase 2-4 in reception and then delve into the complex code, Phase 5, within year 1.

In Reception, children experience a taught daily phonics session five times a week as well as being immersed in phonics throughout other subjects. We teach 4-5 new phonemes (letter sounds) per week and have a focus on reading and writing it each day. Alongside this, we incorporate high frequency words (tricky words) in which we learn to read and recognise them. There is also time planned in to consolidate learning and further embed skills and knowledge.

In Year 1, the children have a taught daily phonics lesson five days a week in a whole class approach. The Pearl Phonics programme provides daily progression and ensures children are able to build on prior learning each week. The children are introduced to a number of new graphemes alongside common exception words (tricky words) that they are encouraged to both read and write in a variety of different ways.

We strive to create fluent, able readers who are confident and show a love of reading. To help us to achieve this, we use decodable reading books throughout EYFS and Key stage 1. These are closely aligned to the Pearl Phonics lessons that are delivered daily and are designed to allow children to read using the sounds and phonemes that they already know. When a child reads, if they struggle decoding words and cannot read fluently, then comprehension is lost. The decodable books allow pupils to practise the sounds that they already know whilst building confidence, understanding and fluency. Through reading these, all children achieve success and this in turn builds enthusiasm and a love of reading. The books are a combination of fiction, non-fiction and poetry to allow pupils to a wide range of genres and to broaden their reading library. Alongside the decodable texts, pupils choose a book from the class library, which they choose purely for pleasure. Until they can read it for themselves, they will explore the pages and have it read to them. This aims to develop the love of reading but also enables pupils to widen their vocabulary and understanding of different texts. Pupils can self-select from mini libraries for their key stage as well as the classroom book corners, where there is a wide range of genres including fiction books, comics, and graphic novels, as well as non-fiction books, magazines and newspapers.

## Timings

Rise Park Primary and Nursey School has fidelity to Pearl Phonics. 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.

## Lesson Structure

Every phonics session will follow the same layout.

- Revisit and review (5 minutes) – Overlearn previously taught graphemes and words, including oral blending and segmentation.
- Teach (4 minutes) – Introduce a new grapheme/phoneme and written formation.
- Model reading (4 minutes) – Teach and read tricky words. Model reading with the 5 step system.
- Independent reading and application (5 minutes) – Children to read the words and the sentence/paragraph. Adult to read the paragraph with fluency and intonation.
- Model spelling (4 minutes) – Model segmenting and writing the first two pictures.
- Independent spelling practice and application (5 minutes) – Children to segment and write all of the pictures. Children to write the dictated sentence.

- Review and revise (2 minutes) – Recap the taught GPC and children to complete the selfassessment.

### 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 lowest 20% children who disengage easily are closest to the best teaching. Groups are switched over between T and TA on a weekly basis.

### Resources

Every child will have their own phonic clipboard. This will contain a time to read sheet and a grapheme mat (which are colour coded in the order in which they are taught). Children write with a pencil.

### Actions and Phrases

To aid children to form letters correctly, teachers will use set phrases to support the children in forming the letters correctly. These have been agreed as a staff and are to be consistent across the Year groups.

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

When segmenting words in order to write them we use our fingers on our left hand, to split the word into separate sounds. This aids the writing of each grapheme.

When blending graphemes to read, sound buttons/bars 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. We use the consistent 'patter' of point and swipe.

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

### Assessment arrangements

- Autumn 1 (Oct) – F2, Year 1, Year 2 pupils are assessed on 'Phonic Tracker' for GPC's, blending and the ability to read tricky and high frequency words.
- Autumn 2 (Dec) – F2 pupils are assessed on 'Phonic Tracker' for GPC's, blending and the ability to read tricky and high frequency words. Year 1 and Year 2 pupils are assessed using a screening check on 'Phonic Tracker'.
- Spring 1 (Jan) - F2, Year 1, Year 2 pupils are assessed on 'Phonic Tracker' for GPC's, blending and the ability to read tricky and high frequency words.
- Spring 2 (March) - F2 pupils are assessed on 'Phonic Tracker' for GPC's, blending and the ability to read tricky and high frequency words. Year 1 and Year 2 pupils are assessed using a screening check on 'Phonic Tracker'.
- Summer 1 (May) - F2, Year 1, Year 2 pupils are assessed on 'Phonic Tracker' for GPC's, blending and the ability to read tricky and high frequency words.

- Summer 2 (June) – All Year 1 and Year 2 pupils who did not pass the previous year will sit the screening check.
- Summer 2 (July) – F2 pupils are assessed on ‘Phonic Tracker’ for GPC’s, blending and the ability to read tricky and high frequency words. They are also assessed on a screening check for the first 20 words.

The results will be used to analyse individual pupil’s phonic gaps and will inform daily phonic lessons, precision teaching, individual interventions and 1-1 reading.

### 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 interventions and precision teaching. These may be in small groups or individually. These will be purposeful interventions which consist of ‘Picture blending’, ‘GPC builder’, ‘Super reader’.

### 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 Vowel Digraph

A split vowel 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)

GPC builder – intervention for phoneme grapheme correspondence

Super reader – Intervention for blending

Picture blender – intervention for children who are unable to orally blend.