

Villiers Primary School



Phonics Policy

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February 2020

Approved by Chair _____

Review Date _____

Villiers Primary Phonics Policy

Introduction

At Villiers Primary School, we believe that the teaching of phonics is vital in order for pupils to become competent readers and writers.

In order to comprehend written texts, pupils must first learn to decode the words on the page with phoneme and grapheme correspondence.

Pupils within the Trust will secure automatic decoding skills and progress from 'learning to read' to 'reading to learn' for purpose and pleasure. We have high expectations of all pupils within the Trust, and the aim of this policy is to ensure they have a firm foundation on which to build reading skills.

- Phonics is taught systematically Monday to Thursday using the Primary National Strategy 'Letters and Sounds Programme'.
- For children who are secure at Phonic Phase 6 we use the 'Support for Spelling' documentation.

Aims

- To enable children to learn phonic knowledge and skills with the expectation that they will become fluent readers, having secured word building and recognition skills.
- To establish consistent practice, progression and continuity in the teaching and learning of phonics and spelling throughout the school.
- To differentiate phonics and spelling work according to the needs of pupils, so that all pupils are given sufficient challenge at a level at which they can experience success.
- To give children word work strategies that will enable them to become fluent readers and confident writers.

Objectives

- To help the children to apply the skill of blending phonemes in order to read words.
- To help the children to segment words into their constituent phonemes in order to spell words.
- To ensure that the children are taught high frequency words that do not conform to regular phonic patterns.
- To ensure that children have opportunities to read texts and words that are within their phonic capabilities as early as possible, even though all words may not be entirely decodable by the children unaided.
- To encourage the children to attempt to spell words for themselves, within the range of their phonic knowledge, by building an individual repertoire and the confidence and strategies to attempt the unfamiliar.
- To learn that blending and segmenting words are reversible processes.

What is Letters and Sounds?

Letters and Sounds is designed to help practitioners and teachers teach children how the alphabet works for reading and spelling by:

- fostering children's speaking and listening skills as valuable in their own right and as preparatory to learning phonic knowledge and skills;
- teaching high quality phonic work at the point they judge children should begin the programme.

The Letters and Sounds programme focuses on securing word recognition skills as these are essential for children to decode (read) and encode (spell) words accurately with ease, and so concentrate on comprehending and composing text.

The Teaching of Letters and Sounds

The teaching of phonics is systematic: it follows a carefully structured programme, building on previous learning to secure children's progress.

- It is taught discretely and daily at a brisk pace.
- There are opportunities to apply phonic knowledge and skills across the curriculum and in activities such as whole class and guided reading, as well as reading independently.

- Children’s progress in developing and applying their phonic knowledge is carefully assessed and monitored.

We follow the Letters and Sounds approach as outlined in “Letters and Sounds”. (See Appendix 1)

Villiers Primary School has implemented the programme whereby six structured phases are followed. All classes in Foundation Stage and Key Stage One are taught the appropriate phase for their year group (Refer to Appendix 1). In order to encourage pupils to reach their full potential and ensure they are not held back, all pupils are exposed to the appropriate phase for their year group in daily sessions. During these daily sessions, pupils will then split into differentiated groups and will have the opportunity to practise their skills in the phase they are currently working within.

Our aim is for children to become confident and independent readers who gain both pleasure and insight from reading.

Teaching and Learning Style

Teaching is multi-sensory, encompassing simultaneous visual, auditory and kinaesthetic activities to enliven core learning. Phonics is taught in short, briskly paced sessions and then applied to reading and writing in a meaningful context. All activities are well matched to the pupils’ abilities and interests.

The teaching and learning style is based on the ‘5 Ps’.

- Participation – Teaching encourages active participation from every child.
- Positive Teaching – Pupils learn more quickly in a positive climate.
- Pace – Good pace is essential to the lesson.
- Purpose – Every part of the lesson has a specific purpose.
- Passion – It is the energy, enthusiasm and passion that teachers put into the short lesson that bring the teaching and learning to life!

Within the Trust, we provide ample opportunities to reinforce and apply acquired phonic knowledge and skills across the curriculum and in such activities as shared and guided reading and writing.

Planning of phonics

Teacher-generated planning is minimized as the planning is integrated into the Letters & Sounds handbook and follows set routines.

The plans clearly show any new phonic elements that are being introduced and have space for daily evaluations and comments referring to progress.

How letters and Sounds is taught

Pupils may progress at different rates and therefore groups are monitored regularly and assessments are carried out termly.

Some year 3 children may still require phonic support: this will be addressed during additional intervention and indicated on a Provision Map provided by the class teacher.

Assessment and Recording

Pupil's progress in developing and applying their phonic knowledge is carefully assessed and monitored.

Teachers use daily phonics sessions to monitor children's progress and assess children through their writing and reading. The teacher assesses how children:

- read the graphemes
- match graphemes, words
- identifies word cards
- read the word lists
- decode sentences
- comprehend sentences

Each class carries out a weekly spelling test and records children's progress on assessment sheets. Additional formal assessment in the form of the phonic spelling test is carried out termly by the Group Leader and or Coordinator.

In addition, Year 1 pupils will take the phonics screening check. This assessment will confirm whether individual pupils have learnt phonic decoding to an appropriate standard. If a pupil does not reach the appropriate standard, then additional support will be put in place to enable the pupil to make accelerated progress with their reading and writing.

Resources

As listed at each Phase in the Letters and Sounds handbook. ICT Staff use SMART Notebook to:

- 1) Create interactive spelling games
- 2) Show sound pictures or animations
- 3) Record children's responses or writing.

Role of the Phonics Co-ordinator

- Designates pupils to the correct groups
- 'Drops in' on letters and Sounds groups to give advice and to informally check that pupils are in the correct groups
- Where necessary models lessons
- Liaises with the Head of School and English Co-ordinator regarding groupings, teaching spaces and other pertinent matters
- Delivers staff training or ensures appropriate training is delivered
- Is responsible for reporting to the Governors Curriculum Committee about the impact Letters and Sounds has on standards.

This policy will be reviewed annually unless there are any changes within the Trust.

Appendix 1:

Progression in phonics at EYFS (Reception) and KS1 teaching follows the Letters and Sounds approach to the teaching of phonics; although the descriptions from Read Write Inc. (combining visual, auditory and kinaesthetic learning styles).

Pupils in Reception have regular phonemes sent home every week for further practise at home. As the children learn a new sound in school, a copy of the accompanying sheet is sent home. Any phonemes that children need extra support with are also written in reading diaries.

We encourage each child to practise their sounds at home regularly (each day) and provide parents with a guideline on how to pronounce each sound correctly. **(Appendix 2)**

Phase (from Letters and Sounds)	Phonic Skills and Knowledge
Phase One Nursery/Reception	Activities are divided into seven aspects including environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and finally oral blending and segmenting
Phase Two (Reception) up to 6 weeks	Learning letters of the alphabet - one sound for each in 5 sets. 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 Three (Reception) up to 12 weeks	Learning the remaining 7 letters of the alphabet - one sound for each. Set 6 – j,v,w,x Set 7 – y,z,(zz) and qu Graphemes such as ch,sh,th,ng (consonant digraphs) and ai,ee,igh,oa,oo,ar,or,ur,ow,oi,ear,air,ure,er (vowel digraphs) representing the remaining phonemes not covered by single letters. Reading captions, sentences and questions. On completion of this phase children will have learnt the 'simple code', i.e. one grapheme for each phoneme in the English language.
Phase Four (Reception) 4 to 6 weeks	No new grapheme-phoneme correspondences are taught in this phase. Children learn to blend and segment longer words with adjacent consonants e.g. swim, clap and jump.
Phase Five	Throughout Year 1, Children learn the 'complex code' by learning more graphemes for the phonemes which they already know, plus they learn different ways of pronouncing the graphemes they already know eg tin, mind.
Phase Six	Throughout Year 2 and beyond Children work on spellings including prefixes and suffixes, doubling and dropping letters (see also the spelling programme).

The above table is guidance for the expected progression in phonics teaching. Pupils who exceed expectations will not be 'held back' but encouraged to make rapid (and secure) progress in their phonic learning. Pupils **not** making expected progress will be given additional time and support to revisit the phases needed to ensure that their phonic knowledge is secure and they are ready to move to the next phase.

Appendix 2:

Sound Pronunciation Guide

These first sounds should all be said slightly stretched. Avoid adding an "uh" after each one:

e.g. /mm/ not muh; /ss/ not suh; /ff/ not fuh.

m – mmmmmmmountain (keep lips pressed together hard)

s – ssssssnake (keep teeth together and hiss – unvoiced)

n – nnnnnnet (keep tongue behind teeth)

f – ffffffflower (keep teeth on bottom lip and force air out sharply – unvoiced)

l – llllleg (keep pointed curled tongue behind teeth)

r – rrrrrrrobot (say rrrr as if you are growling)

v – vvvvvvvulture (keep teeth on bottom lip and force air – but gently)

z – zzzzzzig zzzzzzag (keep teeth together and make a buzzing sound)

th – thhhhhhhank you (stick out tongue and breath out sharply)

ng – *thin*nnnnnnngg on a *strin*nggg (curl your tongue at the back of your throat)

nk – I *think* I *stink* (make a piggy oink noise without the oil nk nk nk)

These next sounds cannot be stretched. Make the sound as short as possible avoiding "uh" at the end of the sound:

t – (tick tongue behind the teeth – unvoiced)

p – (make distinctive p with lips – unvoiced)

k – (make sharp click at back of throat)

c – as above

h – (say h as you breathe sharply out – unvoiced)

ch – (make a short sneezing sound)

x – (say a sharp c and add s – unvoiced)

You will find it harder to avoid saying “uh” at the end of these sounds:

d – (tap tongue behind the teeth)

g – (make soft sound in throat)

b – (make a short, strong b with lips)

j – (push lips forward)

y – (keep edges of tongue against teeth)

w – (keep lips tightly pursed)

qu – (keep lips pursed as you say cw – unvoiced)

These short vowels should be kept short and sharp:

a – a-a-a- (open mouth wide as if to take a bite of an apple)

e – e-e-e (release mouth slightly from a position)

i – i-i-I (make a sharp sound at the back of the throat – smile)

o – o-o-o (push out lips, make the mouth into an o shape)

u – u-u-u (make a sound in the throat)

The long vowel sounds are all stretchy sounds:

ay – may I play

ee – what do you see?

igh – fly high

ow- blow the snow

oo – poo at the zoo

oo – look at a book

at – start the car

or – shut the door

air – that's not fair

ir – whirl and twirl

ou – shout it out

oy – toy for a boy