

TWERTON INFANT SCHOOL & NURSERY



Excel at Twerton
- the school that cares

PHONICS POLICY

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AIMS

High-quality phonic 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.

The 'simple view of reading' shows that both dimensions are necessary to achieve fluent reading. However, the balance between word recognition and language comprehension shifts as children acquire secure and 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.

As children develop knowledge of graphemes and their phoneme correspondences they are able to segment words and apply their phonic knowledge to encode to spell with increasing confidence and accuracy.

OUR PHONICS PLANNING:

- It is time-limited, such that the vast majority of children should be confident readers by the end of Key Stage 1. Most children learn phonic skills best in the first few years of school. We follow the DfE Letters and Sounds programme and use the '**Phonics Bug**' programme as our primary teaching tool. Phonics Bug is supported by other programmes such as Jolly Phonics and Phonics Play which use actions, sounds, songs, pictures and games.
- It follows a planned programme, building on previous learning to secure progress
- It is taught daily – mostly in the morning when children are fresh.
- It reinforces and applies acquired phonic knowledge and skills as they progress through their phonics.
- It ensures children progress in developing and applying their phonic knowledge by assessing this.
- It is differentiated to provide for the needs of all children and is sometimes delivered by highly effective LSAs in small groups.

Daily Sessions are around 20 -30 minutes long.

Phonics' Planning for each class will be uploaded to the Teachers section of Office 365 at the beginning of each new week. Key Stage leaders will ensure that these plans fit into the termly phonic plans in terms of pace and expectation. The format for the weekly phonics planning must be consistent with the 4 part lesson (Revisit & Review, Teach, Practice, Apply) and closely follow the Phonics Progression at the end of this policy.

AGE RELATED EXPECTATIONS WITHIN TWERTON INFANT SCHOOL

Although the six-phase structure provides a useful map from which to plan children's progress, the boundaries between the phases should not be regarded as fixed. Guided by reliable assessments of children's developing knowledge and skills, practitioners and teachers will need to judge the rate at which their children are able to progress through the phases and adapt the pace accordingly. As with much else in the early years, some children will be capable of, and benefit from, learning at a faster pace than their peers whereas others may need more time and support to secure their learning.

NURSERY

In the Nursery, children enjoy learning Nursery Rhymes and Voice Play songs. Rhymes sensitise a child to the individual units of sound that make up a word. The rhythms present in nursery rhymes help children to

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remember the words, exercising their auditory memory skills. In line with the rest of the school, we follow the Letters and Sounds Programme, starting in Phase One.

Phase One activities are arranged under the following seven aspects.

- Aspect 1: General sound discrimination – environmental sounds
- Aspect 2: General sound discrimination – instrumental sounds
- Aspect 3: General sound discrimination – body percussion
- Aspect 4: Rhythm and rhyme
- Aspect 5: Alliteration
- Aspect 6: Voice sounds
- Aspect 7: Oral blending and segmenting

Each aspect is divided into three strands.

- Tuning into sounds (auditory discrimination)
- Listening and remembering sounds (auditory memory and sequencing)
- Talking about sounds (developing vocabulary and language comprehension).

Letter sounds are taught in a specific order (not alphabetically) through the use of visual, auditory and kinesthetic learning using Phonics Bug, Jolly Phonics. If children are ready, they will move on to Phase Two of Letters and Sounds.

RECEPTION

Phonics Bug is the primary programme/tool used to teach the Letters and Sounds Programme of phonics in Reception. In addition, children are encouraged to continue to use the Jolly phonics songs and actions acquired during the majority of pre-school experiences. The actions are used to increase the children's confidence and prompt them whilst writing. Children begin to use interactive ICT resources to practise phonics skills (e.g. Phonics Bug, Reading Eggs, LCP Phonics and Phonics Play).

Term 1 & 2 - Letters and Sounds Phase 2 (7 weeks + 1 week recap)

By Christmas most children will be secure in these sounds and be having a good go at blending (synthesising) simple CVC words. A vast amount of blending will take place using the sounds correctly and segmenting orally and in spelling VC and CVC words.

Terms 3 & 4 - Letters and Sounds Phase 3 (10 weeks + 2 weeks recap)

By Easter, most children are secure to the end of Phase 3, knowing the basic digraphs and long vowel sounds. They are reading the majority of the Phase 2 and Phase 3 High Frequency words (45 words) and they are able to read and write simple sentences.

Terms 5 & 6 - Letters and Sounds Phase 4 (10 weeks + 2 weeks recap)

Period of consolidation of the 42 graphemes through blending and segmenting CCVC and CVCC words with consonant clusters.

By the end of Reception most children should be secure in Phase 4.

KS1

In Year 1 and Year 2, children will continue to use 'Phonics Bug' as the primary teaching tool for the DfE Letters and Sounds Programme. This will be supported by the 'Jolly Phonics' actions when needed. Additional phonics programme such as Phonics Play, Rapid Phonics, Reading Eggs and LCP phonics will be used to support class teaching, phonics booster / intervention groups. The booster and intervention groups will be additional to the daily phonics teaching sessions.

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YEAR 1

Term 1 - Letters and Sounds Phase 4

Review of Phase 3 graphemes and consolidation of the 42 graphemes through blending and segmenting CCVC and CVCC words with consonant clusters as Phase 4 of L&S.

N.B. Year 1 children who are not working at Phase 4 in Term 1 will be identified and additional provision plans will be developed to better meet their needs in Term 2.

Term 2 onwards - Phase 5 (30 weeks)

The purpose of this phase is for 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 graphemes they already know, where relevant. Some of the alternatives will already have been encountered in the high-frequency words that have been taught. Children become quicker at recognising graphemes of more than one letter in words and at blending the phonemes they represent. When spelling words they will learn to choose the appropriate graphemes to represent phonemes and begin to build word-specific knowledge of the spellings of words.

N.B. At the end of each term, assessments are made and children that are not working at the expected level begin Rapid Phonics intervention programme at the beginning of the next term.

Term 3

During Term 3 the Phonics Subject Leader will meet with Year 1 teachers to review the progress of Year 1 children. This will inform the next steps in terms of phonics teaching and groupings and provide an early indication of likely outcomes. The Phonics Subject Leader will assess a sample of Year 1 children with a shortened “mock” Phonics check to validate Year 1 teachers’ predictions. An analysis of this assessment may result in the need for additional phonics sessions and further precision teaching to take place.

Term 5

During Term 5 the KS1 teachers and the Phonics Subject leader will carry out both Year 1 and Year 2 phonics assessment to ensure that the school is on course to meet its Phonics targets. Particular attention will be paid to vulnerable learners.

Term 6

In June children in Year 1 will undertake the National Phonics Screening Check. The Phonics Check will be administered by Class teachers and moderated through supervision by the Phonics Subject Leader. Full training will be provided for Class teachers who have not administered the Phonics Check previously. The Phonics Subject Leader will analyse the results of the Y1 Check and report to SLT and Governors on the Phonics Outcomes in Term 6.

YEAR 2

The National Expectations are that children will begin Year 2 secure in Phase 5 of L&S. By the beginning of Phase Six, children should know most of the common grapheme-phoneme correspondences (GPCs). They should be able to read hundreds of words, doing this in three ways:

- reading the words automatically if they are very familiar;
- decoding them quickly and silently because their sounding and blending routine is now well established;
- decoding them aloud.

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Children's spelling should be phonetically accurate, although it may still be a little unconventional at times. During this phase, children become fluent readers and increasingly accurate spellers.

In Year 2 children will look at spelling patterns for the past tense. They will investigate and learn how to add suffixes, develop strategies for spelling long words and find and learn to tackle the difficult bits in words.

In Year 2, children working below age-related expectations will be supported in small groups to work on Rapid Phonics, in addition to class Phonics teaching. Some Year 2 children may take part in Phonics lessons in Year 1 in addition to their sessions in Year 2.

Re-screening will take place in June and all children without SEND or EAL are expected to pass the Check at the second attempt.

ASSESSMENT

Assessments are undertaken each term and children's progress is recorded in the Class Excel Phonics Assessment Tracking Grid on O365 (see Assessment Calendar). The progress of all children in Phonics is discussed at Pupil Progress meetings, 3 times in the year.

The Phonics Subject leader will analyse the phonics data and make recommendations for the next term's Phonics provision and report to SLT and Governors.

Regular assessments will help to determine the appropriate phase of phonics teaching for the next term and any additional intervention required.

Children will be assessed using:

- Letters and Sounds assessment booklets (Primary Teaching Tools) which will be passed on through the school and updated six times a year.
- Phase reading and spelling checks
- Phase sentence/phrase dictation activities.
- Reading of non-words and tricky words.

WHAT WE DO IF WE FEEL A CHILD IS NOT MAKING PROGRESS

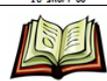
- ECAT assessment
- Investigate auditory problems
- Additional support in EYFS in S&L groups
- More appropriate differentiated support
- Varying the resources being used
- Rapid Phonics Intervention Programme

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Alternative Spellings

To clarify the alternative spelling of phonemes, the following sound map will be used consistently throughout the school.

Phase 5 Phonic Chart Twerton Infant School								
 13 wh	 14 long a ph	 ai	 ay	 a-e	 15 long e ee	 ea	 e_e	 Ey
 16 long i igh	 ie	 i_e	 y	 17 long o oa	 ow	 o_e	 oe	
 18 long u u_e	Tuesday ue	 oo	 ue	 u_e	 ew	 18 short oo oo	put u	could should would oul
 19 or	 aw	 au	 al	 20 ir	 er	 ur	 21 ow	 ou
 21 oi	 oy	 22 ear	here ↓ ere	 eer	 air	 are	 ear	there → ere

Teaching of Phonics throughout the Nursery and the School will be further enhanced by the use of Phonics Bug interactive learning software and online eBooks.

Each child in Reception and Key Stage 1 will have their own username and password so they can access Reading Eggs both in the school and from home. Reading Eggs is a fun interactive learning platform for practising and applying their Phonic skills (www.readingeggs.co.uk).

The teaching sequence allows for a very good pace of progression and opportunities within each week to apply and assess new grapheme-phoneme correspondences and to read and spell new tricky words. The overview of the phonics scheme is provided below.

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Twerton Nursery and Infant School - Phonics Progression					
	Phonic phase	Unit	Focus	Irregular words	
Reception	2	1.	s, a, t, p		
		2.	i, n, m, d		
		3	g, o, c, k	and, to	
		4	ck, e, u, r,	the, no, go	
		5	h, b, f, ff, l, ll, ss	I, into	
	3	6	j, v, w, x,	me, be	
		7	y, z, zz, qu	he, my, by	
		8	ch (<i>chick</i>), sh (<i>shark</i>), th (<i>thumb</i>), ng (<i>strong</i>)	they, she	
		9	ai (<i>rainbow</i>), ee, igh, oa, oo (long) oo (short)	we, are	
		10	ar (<i>star</i>), or (<i>fork</i>), ur (<i>turnip</i>), ow (<i>cow</i>), oi (<i>boil</i>)	you, her	
		11	ear (<i>ear</i>), air (<i>chair</i>), ure (<i>pure</i>), er (<i>pepper</i>)	all, was	
4	12	Adjacent consonants (cvcc, ccvc, cccvc, cccvcc)	said, have, like, so, do, some, come, were, there, little, one, when, out, what		
	Phonic phase	Unit	Main focus Learning alternative spellings of sounds	Extension	Irregular words
Year 1	5	13	zh, wh (<i>whale</i>), ph (<i>dolphin</i>)		Oh, their
		14	(long a) ay (<i>crayon</i>), a_e (<i>cake</i>),	eigh/ey/ly	Mr, Mrs
		15	(long e) ea (<i>leaf</i>), e_e (<i>trapeze</i>),	ie/ey (<i>key</i>) /y	looked, called, asked
		16	(long i) le (<i>tie</i>), i_e (<i>slide</i>),	y, i,	water where
		17	(long o) ow, o_e (<i>bone</i>),	o/oe (<i>toe</i>)	who, again
		18	(long u) ew (<i>screw</i>), ue, u_e (<i>cube</i>) (short oo) u/oul		thought, train
		19	aw (<i>saw</i>), au (<i>haunt</i>),	al	work, laughed, because
		20	ir (<i>girl</i>), er, ear		Thursday, Saturday, thirteen, thirty
		21	ou (<i>house</i>), oy (<i>boy</i>)		different, any, many
		22	ere/eer are/ear		eyes, friends
		23	c, k, ck, ch		one, two, once
		24	ce/ci/cy sc/stl se		great clothes
		25	ge/gi/gy dge		It's, I'm, I'
		26	le, mb, kn/gn, wr		don't, can't, didn't
27	tch, sh, ea, (w)a o		first, second, third		
Year 2	6	28	Suffix morphemes ing, ed		clearing, gleaming, rained, mailed
		29	Plural morphemes s, es		men, mice, feet, teeth, sheep
		30	Prefix morphemes re, un Prefix+root+suffix		vowel, consonant, prefix, suffix, syllable