

Phonics Policy

Intent:

At the Colleton, we understand the importance of developing a love of reading and reading for pleasure. To be a 'reader' is central to a child's understanding of the school curriculum and is of vital importance in life. Being a fluent reader enables children to acquire skills, knowledge and deeper understanding of language and literacy which will aid them in further opportunities to flourish in later life. Therefore, teaching children to read is an essential part of their learning. Reading is a skill that helps to develop memory and vocabulary, improve the understanding of words, rhymes, poetry and stories. In synthetic phonics lessons, children learn the relationship between letters and sounds. Children are taught to recognise the sounds each letter makes and apply this to decode words through segmenting and blending. Children are also taught to identify letters that go together to make one sound and begin applying this to their reading and spelling.

Our Aims:

- To establish a cohesive whole-school approach with consistency, progression and continuity in the teaching and learning of phonics throughout the school with a focus on quality first teaching.
- To ensure that systematic synthetic phonics is the first approach pupils use to help with their reading and spelling.
- To ensure children learn to read and write all 44 graphemes in the English language.
- To ensure children have specific strategies to identify and read common exception words.
- To have assessment procedures to check progress and identify pupils in need of intervention.
- For pupils to apply their phonic knowledge in their reading and writing across the whole curriculum.
- For pupils to develop a love of reading, reading frequently for pleasure, across a range of genres.

Objectives:

- To provide consistent, high-quality phonics teaching that ensures all children 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 children needing interventions to support phonetic knowledge and understanding.

- To ensure that children have strong phonetic knowledge, understanding and skills so that they can decode words confidently and engage with higher-order reading and writing skills.

Implementation:

What Is Phonics?

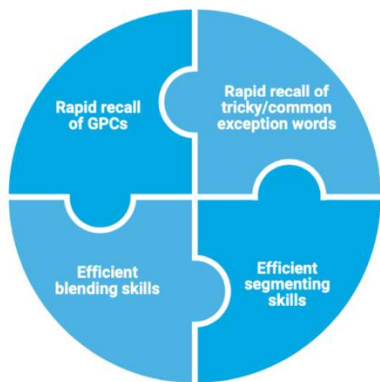
Phonics is an approach to teaching children to read and spell, by developing pupils' knowledge and understanding of the relationship between letters and sound. It supports children to hear, identify and use different sounds that distinguish one word from another in the English language. Using phonics programmes, children are taught to read and write using phonics, which is by directly linking phonemes (sounds in words) and graphemes (the symbols used to represent them).

How We Deliver Our Phonics Teaching at the Colleton

We use Twinkl Phonics as our systematic, synthetic phonics programme (SSP), that has been adapted carefully by experienced teachers to ensure the needs of the children are being met. With a clear, structured progression through the programme, children have the opportunity to practise, read, write and apply their learning of each sound through a range of activities.

The Twinkl Phonics approach combines rigorous progression with engaging learning materials. At the Colleton, we believe that children learn best when they are enjoying their learning and that this comes from a mix of bright, fun and engaging lesson resources within a clear and systematic approach that builds on children's skills daily.

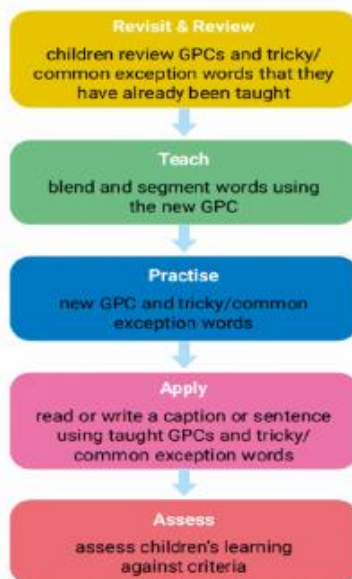
The structure of every phonics lesson follows this familiar five-part structure to ensure that the four key cornerstones of phonics are covered. During our phonics lessons, children will repeat the elements from the four cornerstones of phonics to ensure that they have rapid and automatic recall of GPCs and tricky/common exception words; each day, they will experience blending and segmenting activities to allow regular practice of these core skills.



Four Cornerstones of Phonics

Each lesson follows the five-part structure:

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Stories are used provide a stimulus and context for phonics teaching in our Twinkl Phonics lessons. The to practise the teachers at the the session children in our with additional

story content also integrates games skills taught. As experienced phonics Colleton, we adapt the sessions and content to meet the needs of the teams. We supplement the session activities to develop and enhance the children's understanding. In Foundation, phonics lessons are 20 minutes long initially, and progress into 30 minute long sessions by the end of the year. In Younger Team, phonics lessons are 30 minutes long initially, and progress into 45 minute long sessions by the end of the year. Phonics lessons consist of consolidating previous learning, learning new content and practising and applying what they have learnt. They are enhanced by regular handwriting opportunities using the Letterjoin programme. During planner sessions in Younger Team and as part of our continuous provision in Foundation Stage, there are also follow-up activities that the children can complete independently, in pairs or in groups that relate to the day's learning.

In addition, we use actions to help the children remember phonemes; this kinaesthetic, visual and auditory approach helps the children to retain the phonemes. Our main reading scheme, Rhino Readers, is a decodable reading scheme that is closely matched to the level in which the children are working within their reading and phonics sessions. We assess the children on their sounds regularly to ensure the children are being challenged in their reading and to identify any gaps. The Rhino Readers offer a broad range of diverse stories and genres, often featuring familiar characters who appear in the phonics sessions also. We supplement the Rhino Readers with Bug Club, Dandelion Launchers and Story Worlds to ensure children's individual needs are met and assure children are receiving a breadth of reading opportunities and experiences.

Progression

Throughout Level 1, young learners develop the knowledge, skills and understanding to use and discriminate between auditory, environmental and instrumental sounds through 7 Aspects. Level 1 is taught in the Early Years Foundation Stage and underpins learning throughout the teaching of Levels 2-6.

Nursery/Pre School

By the end of Level 1, children will have had opportunities to:

- listen attentively;
- enlarge their vocabulary;
- speak confidently to adults and other children;
- discriminate different sounds including phonemes;
- reproduce audibly the phonemes they hear in words;
- orally segment words into phonemes.

Foundation Stage

The purpose of Level 2 is to:

- teach the first 19 most commonly-used letters and the sounds they make;
- move children on from oral blending and segmenting to blending and segmenting with letters;
- introduce some tricky words for reading.

Before starting this Level, children:

- will have had an experience of a wide range of listening activities including songs, stories and rhymes;
- can distinguish between different sounds, including speech sounds;
- may be able to orally blend and segment words;
- may be able to identify some rhyming words.

By the end of Level 2, children will have had opportunities to:

- identify the phoneme when shown any Level 2 grapheme;
- identify any Level 2 grapheme when they hear the phoneme;
- orally blend and segment CVC words;
- blend sounds to read VC words, such as, 'if', 'am', 'on' and 'up';
- segment VC words into their sounds to spell them (using magnetic letters);
- read the tricky words: the, to, I, no, go.

The purpose of Level 3 is to:

- introduce another 25 graphemes, including consonant digraphs, vowel digraphs and trigraphs so that children can represent 42 phonemes with a grapheme;
- continue to practise CVC blending and segmentation;
- apply their knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions.

Before starting this Level, children:

- recognise Level 2 GPCs;
- orally blend and segment CVC words as well as being able to blend and segment to read and spell CVC words and nonsense words;
- read the tricky words - the, to, I, no, go.

By the end of Level 3, children will have had opportunities to:

- say the phoneme when shown all or most Level 2 and Level 3 graphemes;
- find all or most Level 2 and Level 3 graphemes, from a display, when given the phoneme;
- blend and read CVC words (single-syllable words consisting of Level 2 and Level 3 graphemes);
- segment and make a phonetically plausible attempt at spelling CVC words (single-syllable words consisting of Level 2 and Level 3 graphemes);
- read the tricky words - he, she, we, me, be, was, my, you, here, they, are & spell the tricky words - the, to, I, no, go;
- write each letter correctly when following a model

The purpose of Level 4 is to:

- consolidate children's knowledge of graphemes in reading and spelling words, especially digraphs and trigraphs;
- introduce words with adjacent consonants - CVCC, CCVC, CCVCC, CCCVC, CVCCC, CCCVCC, CCVCCC;
- learn polysyllabic words and learn to read and spell some more tricky words.

Before starting this Level, children:

- recognise Level 2 and 3 GPCs;
- blend and read CVC words;

- segment and make a phonetically plausible attempt at spelling single-syllable CVC words;
- read the tricky words learned in level 3
- spell the tricky words learned in level 2

By the end of Level 4, children will have had opportunities to:

- give the phoneme when shown any Level 2 or Level 3 grapheme;
- find any Level 2 or Level 3 grapheme when given the phoneme;
- blend and read words containing adjacent consonants as well as segment and spell words containing adjacent consonants;
- read the tricky words - some, one, said, come, do, so, were, when, have, there, what & spell the tricky words learned in level 3
- write each letter, usually using the correct formation;
- orally segment words into phonemes.

Year 1

The purpose of Level 5 is to:

- learn alternative graphemes for known phonemes;
- learn alternative pronunciations of known graphemes;
- introduce split digraphs;
- introduce suffixes and prefixes;
- learn to read and spell more common exception words.

Before starting this Level, children:

- recognise Level 2 and 3 GPCs;
- blend to read and segment to spell words containing adjacent consonants;
- read tricky words learned in level 4
- spell tricky words learned in level 3
- write each letter, usually correctly.

By the end of Level 5, children will have had opportunities to:

- give the phoneme, when shown any grapheme that has been taught;
- for any given phoneme, write the common graphemes;

- apply phonics knowledge and skills as the primary approach to reading and spelling unfamiliar words that are not completely decodable;
- read and spell phonically decodable two-syllable and three-syllable words;
- read automatically all taught tricky words and most of the year 1 common exception words;
- accurately spell all the Level 2, 3 and 4 tricky words and most of the common exception words for reading;
- form each letter correctly;
- use alternative ways of pronouncing and representing the long vowel phonemes.

Year 2

The purpose of Level 6 is to:

- develop children's knowledge of spelling patterns and best-guess grapheme selection;
- learn more alternative graphemes for known phonemes;
- learn more alternative pronunciations for known graphemes;
- develop an understanding of the spelling rules for adding suffixes and prefixes;
- introduce homophones/near homophones and contractions;
- learn to read and spell the year 2 common exception words;
- develop their understanding of grammar rules;
- learn effective writing techniques including editing and proofreading and learn more strategies to read and write independently.

Before starting this Level, children:

- give the phoneme, when shown any grapheme that has been taught;
- for any given phoneme, write the common graphemes;
- apply phonics knowledge and skills, as the primary approach to reading and spelling unfamiliar words that are not completely decodable;
- read and spell phonically decodable two-syllable and three-syllable words;
- sight-read all taught tricky and common exception words;
- accurately spell all the Level 2, 3 and 4 tricky words and most of the common exception words for reading;

- form each letter correctly;
- use alternative ways of pronouncing and representing the long vowel phonemes.

By the end of Level 6, children will have had opportunities to:

- read accurately most words of two or more syllables;
- read most words containing common suffixes;
- read most common exception words;
- read most words accurately, in age-appropriate books, without overt sounding and blending, fluent enough to allow them to focus on their understanding rather than on decoding individual words;
- sound out most unfamiliar words accurately, without undue hesitation;
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonetically plausible attempts at others;
- spell most common exception words correctly.

Codebreaker Intervention

Children recognised as needing additional support will be identified early and will receive additional phonics sessions 3 times a week in a small group using the Twinkl Codebreakers Intervention Scheme. This is a carefully followed, scripted intervention scheme that supports children to plug the gaps in their phonics learning by further opportunities to read and write words containing sounds they find more challenging. The Codebreakers Intervention continues into KS2 for pupils who still require phonics and reading support. Codebreakers revisits the graphemes and tricky/common exception words that are taught as part of the main programme but in a new format, taking the children on secret missions.

Impact:

Using the Twinkl Phonics Scheme, which has been supplemented and adapted effectively, children will develop their phonics skills and knowledge, and apply these skills to their reading and writing, becoming confident readers, decoders and spellers. The Twinkl Phonics provides a consistent approach, regular assessment opportunities, and resources and interventions that can provide support and challenge to a range of abilities. Children are prepared for the Year 1 Phonics Screening Check through regular opportunities to practise reading real and alien words.

Year 1 Phonics Screening Check

In the summer term, all children in year 1 will undertake the National Phonics Screening Check. This is an assessment carried out in school during which the children will be assessed on their ability to segment and blend a range of 40 real and 'alien' words. Alien words are a selection of phonetically decodable nonsense words. The words in this assessment gauge the children's understanding of the phonemes learnt and help teachers understand where the gaps are. If the children are not secure in recognising, segmenting and blending these words and therefore do not pass the assessment, they will be offered further support as they enter year 2 and will be able to repeat the assessment in the summer term of year 2. This assessment also allows us to put in specific and personal support for those children who require additional assistance. If a child does not meet the expected standard in year 2, then phonics teaching and learning will be continued into key stage 2.

Parental Engagement and Home Learning

Parental involvement is key in the acquisition of phonics and supports us in developing a consistent whole-school approach. In Autumn Term, a reading evening is held with important information on how phonics teaching is structured, and additional resources are provided to support with articulation of the sounds and blending.

At the end of each week, Foundation Stage and Younger Team teachers aim to upload phonics resources to Teams to give the children an opportunity to consolidate their learning at home. This may include the Parent information Sheets, Mini Books and any other follow-up activities. Spellings will also be uploaded to teams, all of which link to the phonics and common exception words the children have been learning during the week. The children will then be quizzed on their spellings at the end of the following to assess whether the children have retained the previous week's phonic sounds or spelling patterns.

Families are encouraged to read with their children daily, to support children to make accelerated progress in their reading. Reading at home provides children with opportunities to practise their decoding skills, comprehension and discussion skills, as well as developing vocabulary and fluency. Families are asked to comment in their children's reading records to ensure there is communication with regards to progress between home and school.

Reviewing this Policy:

This policy was written by the phonics subject leader, Lucy Earl.

It was completed in May 2023 and will be reviewed in May 2024.

Its implementation is seen as the responsibility of all staff. Its use and effectiveness will be supported and monitored by the phonics subject leader, on behalf of the head teacher and governors.