

# Phonics Policy



<b>Approved by:</b>	AH Malek
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## **INTENT**

The teaching of phonics is to provide children with a strong foundation for reading and writing that will support their future learning and success.

By teaching pupils the relationships between letters and sounds and how to blend sounds to form words, phonics instruction can help them develop the skills they need to become confident, skilled readers and writers.

We ensure the teaching of phonics is systematic and progressive throughout the foundation stage, starting with the simplest sounds and building up to more complex ones with a large focus on quality first teaching.

This allows children to build their skills gradually and gain a deeper understanding of the relationships between letters and sounds. We have established effective half-termly assessment procedures that identify pupils falling behind and help to inform suitable interventions.

## IMPLEMENTATION

We use Twinkl Phonics to teach early reading.

### Preschool

**Level 1:** Pupils develop early communication skills and build up their awareness of the different sounds around them. This initial stage of the six part programme is designed to help pupils develop listening skills and distinguish between different sounds.

### Reception

By the end of Reception pupils will have covered levels 2,3 & 4.

**Level 2** teaches the first 19 most commonly-used letters and the sounds they make, and introduces tricky words for reading. By the end, children can identify the phoneme when shown any Level 2 grapheme, orally blend and segment CVC words, blend sounds to read VC words, and segment VC words into their sounds to spell them.

**Level 3** introduces 25 graphemes to represent 42 phonemes, practice CVC blending and segmentation, and apply knowledge to reading and spelling.

**Level 4** consolidates children's knowledge of graphemes, digraphs, trigraphs, words with adjacent consonants, polysyllabic words, and tricky words.

### Year 1

By the end of Year 1 pupils will have covered level 5 and pupils will have learned alternative graphemes, pronunciations, digraphs, suffixes, and prefixes and will be able to read and spell exception words.

### Year 2

By the end of Year 2 pupils will have covered level 6.

Pupils will read accurately, age-appropriate books, without overt sounding and blending, sound out unfamiliar words accurately, segment spoken words into phonemes, and spell most common exception words correctly.

The structure of every Twinkl Phonics lesson follows a five-part structure:

## **1) Revisit and review**

Children review previously taught grapheme-phoneme correspondence (GPCs) and tricky/common exception words.

## **2) Teach**

New GPCs and tricky/common exception words.

## **3) Practice**

Blend and segment words using the new GPCs.

## **4) Apply**

Read or write a caption or sentence using taught GPCs and tricky/common exception words.

## **5) Assess**

Assess children's learning against criteria and create an action plan.

In our Twinkl Phonics sessions, stories are used as a stimulus and to provide context for the teaching of phonics. Interactive games are also sequenced in lessons providing practice of skills taught which engage and enthuse learners.

Decodable reading books are also provided, matched to the children's phonics level through the use of Rhino Readers.

Pupils explore a wide range of reading materials as part of the Literacy Curriculum to supplement reading alongside phonics and to develop pupil comprehension.

Teachers and support staff encourage reading practice that match the grapheme-phoneme correspondences they know, both at school and at home.

Pupils listen to stories, poems, rhymes and non-fiction texts read aloud to them during story time and in their Literacy lessons that develop pupils' vocabulary, language comprehension and love of reading.

## **Timetabling**

Phonics is taught daily to all pupils in EYFS and key stage 1.

In Reception, phonics sessions will increase in length over the year. By the end of Reception, pupils spend approximately an hour a day consolidating previous learning, learning new content and practicing and applying what they have learned. Phonics will also form part of their continuous provision for pupils to access following their discrete phonics lesson. In year 1, pupils will have two 30-minute timetabled slots of phonics totaling an hour a day. In year 2, phonics lessons will last approximately 45 minutes each day.

Some pupils may require the continuation of discrete phonics sessions in key stage 2. If this is the case, they will receive three 10-15-minute intervention sessions spread across the week, delivered using the Twinkl Phonics Codebreakers interventions.

## **Assessment**

The assessment of pupils' phonics progress is half-termly and detailed to identify any pupil who is falling behind the programme's pace so that targeted support can be provided immediately.

*Supporting the lowest 20% achievers:*

Regular assessment will ensure the early identification of pupils who may require additional support, either through interventions or during daily classroom teaching. Ideally, these pupils will receive daily intervention support which will include recapping and relearning missing GPCs and tricky/common exception words and practising blending and segmenting skills.

## **Phonics Screening Check – Year 1**

During the summer term of Year 1, a Phonics Screening Check will take place. This is an assessment carried out in school during which pupils will be assessed on their ability to segment and blend a range of 40 real and 'alien' words (a selection of phonetically decodable nonsense words).

If pupils 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. At this point, the child will also be monitored by the SENCo to assess for additional needs.

## **IMPACT**

Pupils develop strong reading skills and achieve their full potential, regardless of their background. This leads to pupils becoming fluent, confident, and skilled readers by the end of Key Stage One.

With a strong phonics base, pupils develop their comprehension and fluency as they move through school.

All pupils (including the lowest 20% of readers) will make sufficient progress to meet or exceed age-related expectations.

Pupils are enthused through exposure to a wide range of reading material and as a result develop a love of reading.