

Phonics Policy

Warren Farm Primary School



Date of last review	24/10/2021
Date agreed by governors	03/11/2021
Date of next review	03/11/2022

Intent:

At Warren Farm Primary School, in accordance with the current [Government Validation Notice](#) and review of Phonics provision, we are currently continuing to follow the Phonic Bug Programme supported by the Letters and Sounds Programme and will review the approved providers as they are announced in Autumn 2021 and adopt an approved scheme in Spring 2022.

At Warren Farm we are committed to teach high quality phonics to ensure the children have the best start possible in reading and writing. We aim to develop each child so that they are able to read with fluency and develop a love of reading that will stay with them throughout their lives.

Being able to read is the most important skill children will learn during their schooling and has far-reaching implications for lifelong confidence and well-being.

At Warren Farm Primary School our aim is:

- To establish consistent teaching, progression and continuity in the teaching and learning of phonics throughout the school.
- To provide a language rich environment that encourages and develops oracy and literacy skills that are the cornerstone of our curriculum, starting the Nursery Class and continuing throughout the school.
- To ensure that systematic synthetic phonics, following the Letters and Sounds programme, is taught to children to enable pupils to:
 - Recognise, say and write all phonemes within each phase 2-5 of Letters and Sounds.
 - Apply and understand spelling patterns, e.g. suffixes, prefixes, that are taught through phase 3 in year 2.
 - Use their phonic knowledge to blend and segment phonetically decodable words.
 - Use their phonic knowledge to read complex words and to recognise 'Tricky Words' (High Frequency Words).
 - Read with fluency for both pleasure and to retrieve information.
 - Write clearly, accurately and coherently using phonic knowledge.
- For pupils to apply their phonic knowledge in their reading and writing across the whole curriculum when they enter Key Stage 2.
- To have robust assessment procedures to regularly check progress and identify pupils in need of intervention.
- To promote reading for pleasure with exposure to a range of texts.

Implementation:

In order to implement our intent, we follow the Phonic Bug programme and sequence, supported by the Letters and Sounds programme. This is used throughout the school to teach phonemes, tricky words and specific and relevant vocabulary related to phonics.

- Phase 1 phonics is taught in Nursery to embed listening skills, sound identification and rhyming and rhythm awareness. There is a large emphasis on developing speech and language skills and teaching oral blending and segmenting.
- Each class in Reception and KS1 will teach phonics as a discrete lesson everyday and will include phonics as part of teaching and learning throughout other curriculum lessons on a daily basis.
- Regular small group interventions in KS1 and 2 are to be used to support those who are struggling with phonics or did not pass the Screening Test at the end of year 1.
- Well planned discrete phonics sessions taught using the 'sequence of teaching' structure as set out in the Phonic Bug document:

Revisit – recap on previously taught sounds.

Teach – teach a new sound or word.

Practise – provide opportunities to practise saying and reading the sound through games and activities for children.

Apply – apply the new skill to read and write words, captions and sentences.

- A school overview of which order and when to teach each phase from Phonic Bug (see Appendix A).
- Fast paced, structured lessons to ensure pupils receive clear direct instruction with opportunities to practise and apply that build on their prior learning and reduce cognitive load.
- Lessons will use cooperative learning techniques to ensure all children participate fully.
- High frequency words (or tricky words) are taught as set out in Letters and Sounds.
- Phonetic vocabulary is explicitly taught and referred to by staff and pupils within lessons, e.g. digraph, trigraph, tricky words, phonemes.
- Ensure sounds taught are 'pure' and soft sounds. e.g. sss not 'suh' as this is central to phonics teaching and the children's ability to blend and segment sounds in words.
- Arrange seating carefully during sessions, so that pupils are seated where they can clearly see the adult's mouth to support the correct pronunciation of sounds.
- Phoneme buttons are used in phonics teaching to distinguish the sounds within words and support reading.
- Ensure Staff are trained, supported and regularly observed to ensure consistency of teaching across the school.
- Developed working wall, phonics displays that include previously learnt phonemes and tricky words and display the sound being taught in each lesson. Children will be encouraged and taught to engage with these displays to reinforce their learning in the daily sessions and to support writing and reading across the curriculum.
- Flash cards and phonic displays follow the stage appropriate font: e.g. pre cursive or cursive font to reflect our handwriting policy.
- Teaching Assistants involved within the daily phonics sessions to support pupils in their phonics activities and to help the teacher to assess the pupil's phonic abilities.
- A thorough assessment procedure to track and monitor children's progress in developing and applying their phonics knowledge. Children are tracked using Phonics Tracker include Year 1 pupils completing a sample phonics screening past paper each half term. Children in Year 2, who did not pass the phonics screening test in Year 1 will also complete a past paper each half term. The data from these assessments is analysed and used to identify gaps and inform planning for interventions. Staff submit tracking sheets to Phonics Subject Lead and the English Leader for monitoring and guidance.
- Regular interventions that are carefully planned are delivered regularly for children in Reception, Year 1 and 2 by experienced class teachers and TAs. Interventions continue into KS2 if children do not pass the phonics screening test in Year 2.
- Books within the school are phonetically decodable and include tricky words. They are sequenced in the same order as the Phonic Bug Programme and children are provided a range of texts including fiction, non-fiction and traditional tales.

Age Related Expectations for the end of the school year:

By the end of EYFS children should:

- read and understand simple sentences.
- use phonic knowledge to decode common words and read them aloud accurately.
- confidently read by sight the Stage 2 and 3 common exception words use phonic knowledge to write words in a way which matches how the sounds are said.
- write some irregular common words.

By the end of Year 1 children should:

- apply phonic knowledge and skill as the prime approach to reading unfamiliar words that are not completely decodable;
- read many frequently-encountered words automatically;
- read phonically decodable three-syllable words;
- read a range of age-appropriate texts fluently; demonstrate understanding of age-appropriate texts.
- read decodable words that end –s, –es, -ing, -ed, -er, -est
- Say the correct sound to grapheme for all the 40+ phonemes up to Stage 5.

By the end of Year 2 children should:

- Read accurately most words of two or more syllables.
- Read most words containing common suffixes.
- Read and spell most common exception words for year 2.
- Read words accurately and fluently without overt sounding and blending.
- Sound out most unfamiliar words accurately, without hesitation.
- Segment spoken words into phonemes and represent these by graphemes.

All teachers have a range of resources to use which are appropriate for the level at which the children are working. They include practical resources such as the alphabetic code poster, sounds frieze, grapheme tiles, magnetic letters and phonic strips etc, which should be used in every lesson to create a point of reference. These resources can be added so that children are continually engaged with their learning. There should also be age and phase appropriate displays in both Reception and Key Stage 1 classrooms and intervention rooms to support the teaching and application of phonics in Reading and Writing.