

P

pupil voice

R

respect

I

independence

D

dignity

E

entitlement



PHONICS POLICY

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An academy within:



“Learning together; to be the best we can be”



Introduction

Reading is a complex skill with many components. Successful approaches to the teaching of early reading skills should encourage pupils to use a variety of strategies in their pursuit of meaningful strategies to read information provided. Where appropriate at Kelford School we believe that pupils should have the opportunity to engage in planned speaking, listening, reading and writing activities which allow them to explore and practice their pre reading skills, phonic knowledge, blending and segmenting skills. Kelford School uses Letters and Sounds to inform the delivery of phonics across school. This policy should be read in conjunction with the English policy.

1. What is Phonics?

- The knowledge of how the alphabetic sounds work and how these sounds are combined to correspond to the spoken word.
- Phonemes are the sounds, which are made by blending letters to correspond to the spoken word.
- Graphemes are the written equivalent of phonemes.
- Digraphs are two graphemes which make one sound.
- Trigraphs are three graphemes which make one sound.

2. Aims

The aim of this policy is to ensure that phonics is taught in a progressive manner and supports pupils with their pre reading skills. To teach phonics accurately a phonics programme should:

- Teach pupils aural discrimination, phonetic awareness and rhyme awareness in order to encourage good spelling.
- Encourage repetition and consolidation, so that spelling becomes automatic.
- Encourage pupils to segment and blend.
- Enable pupils to learn to read and write all 44 graphemes in the English language.
- Teach pupils specific strategies to help them remember tricky words.
- Ensure that the teaching of phonics is lively, interactive and investigative.



- Encourage pupils to apply their phonic skills in all areas of the curriculum.
- Ensure that pupils have the opportunity to read texts and words which are within their phonic capabilities as early as possible, even though all words may not be entirely decodable by the pupil unaided.
- Help pupils to apply the skill of blending phonemes in order to read words.
- Help pupils to segment words into their constituent phonemes in order to spell words.
- Encourage pupils to spell words for themselves within the range of their phonics knowledge.
- Teach pupils that phonemes should be blended from left to right through the complete word in order for it to be read.

3. Delivery of Phonics

The teaching of phonics at Kelford School is based on the Letter and Sounds document. Sounds are to be taught in a specific order following letters and sounds until phase 3. Sounds taught should be 'pure' i.e 'b' not 'buh' as this is central to phonic teaching and ability to recognise sounds in words.

Pupils are to be taught that the number of graphemes in a word always corresponds to the number of phonemes, this will aid spelling. Phoneme buttons are to be used in phonics teaching to illustrate this. Jolly phonics may be used to support the teaching of phonemes, Makaton signs to be used instead of Jolly Phonic actions where appropriate to support pupils in their understanding of letters.

4. The Curriculum

There are 6 phases to be taught, outlined in what pupils will be able to do at the end of each phase. At Kelford School phonics is taught as appropriate to each individual pupil and personalised to suit their needs. Phonics is taught through school despite Key Stage and is progressive as the pupil achieves this.

Pupils following the yellow pathway may just cover a breadth of activities within Phase 1 linked to their Routes for Learning targets. Pupils may complete their phonics teaching, those following the orange pathway, and be



provided with a breadth of phase 6 activities linked to their reading and writing targets.

By the end of Phase 1

Pupils will:

- Have experienced a wealth of listening activities, including songs, stories and rhymes.
- Be able to distinguish between speech sounds.
- Some students will be able to blend and segment words orally.
- Some will be able to recognise spoken words that rhyme and will be able to provide a string of rhyming words.

By the end of Phase 2

Pupils will:

- Be able to Give the sound when shown any phase 2 letter, securing first the starter letters s, a, t, p, i, n.
- Find any phase 2 letter, from a display, when given the sound.
- Orally blend and segment CVC words.
- Blend and segment in order to read and spell (using magnetic letters) VC words (e.g. as, if, am, on and up) and silly words (e.g. ip, ug and ock).
- Read the five tricky words the, to, I, no and go.
- Some students will not have fully grasped CVC blending and segmentation but may know all the phase 2 phonemes and graphemes. CVC blending and segmentation continues throughout phase 3 so students can progress to the next stage even if they have not mastered CVC blending. S
- Pupils capacity to write letters will depend on their physical maturity and the teaching approach taken to letter formation. Some will be able to write all the letters in pencil, correctly formed. *Some pupils should be able to form the letters correctly in the air, in sand or using a paint brush and should be able to control a pencil sufficiently well to write letters such as l, t, and i well and h, n and m reasonably well. Pupils may need to use a touch screen to support them.*



By the end of Phase 3

Pupils will:

- Be able to give the sound when shown all or most phase 2 and 3 graphemes.
- Find all or most phase 2 or 3 graphemes, from a display, when given the sound.
- Blend and read CVC words consisting of phase 2 and 3 graphemes.
- Segment and make a phonemically plausible attempt at spelling CVC words consisting of phase 2 and 3 graphemes.
- Read the tricky words he, she, we, me, be, was, my, you, her, they, all and are.
- Spell the tricky words the, to, I, no, go.
- Write each letter correctly when following a model.

By the end of Phase 4

Pupils will:

- be able to give the sound when shown any phase 2 or 3 grapheme.
- Find any phase 2 and 3 grapheme, from a display, when given the sound.
- Blend and read words containing adjacent consonants. Segment and spell words containing adjacent consonants.
- Read the tricky words some, one, said, come, do, so, were, when, have, there, out, like, little and what.
- Spell the tricky words he, she, we, me, be, was, my, you, her, they, all and are.
- Write each letter, usually correctly.

By the end of Phase 5

Pupils will:

- Be able to give the sound when shown any grapheme that has been taught.
- For any given sound, write the common graphemes.
- Apply phonic knowledge and skill as the prime 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 the words in the list of 100 high-frequency words.
- Accurately spell most of the words in the list of 100 high-frequency words.
- Form each letter correctly.



By the end of Phase 6

Pupils will:

- Know most of the common grapheme-phoneme correspondences and be able to use them to read hundreds of words (automatically if familiar, decoding them quickly and silently or decoding aloud).
- Understand and apply suffixes and prefixes (including s, es, ed, ing, ful, er, est, ly, ment, ness and y).
- Clap out syllables to spell unfamiliar words.
- During Phase 6 children become fluent readers and increasingly accurate spellers.

5. Reading Schemes

Pupils should have access to an appropriate reading book according to their ability and phonics phase in which they are working. A variety of reading schemes to be used which encompass a range of reading strategies including blending and segmenting, also sight words and 'tricky words'.

We aim to provide a range of reading materials appropriate to differing abilities and stages of development, beginning with books which are non-script extending to more complex language books. Book banding is used within school to support this. At Kelford School we appreciate and celebrate that pupils will develop skills at different rates and we look to update the range of books within each reading band to support engagement and motivation.

6. National Phonic Screening

Phonic screening will be completed with Year 1 pupils for whom it is appropriate for at Kelford School. Pupils who are working within the higher P-Levels / ARE – green or orange pathway will complete the screening on a 1:1 basis with the English subject Leader.

7. Monitoring, Assessment and Recording

Phonics is assessed in the following ways:

- Evidence of progress recorded using photographs, observations, assessment files, Evidence for Learning App, evaluated planning and targets
- Developmental curriculum booklet is completed for pupils and are kept up to date to inform planning and evaluate progress
- Pupil's attainment is reported to parents and carers in end of year reports and during a pupil's Annual Review
- Pupil's progress is evaluated by class teachers and the senior leadership team through planning scrutiny



- Pupil's progress is monitored through the pupil progress cycle by teacher and senior leadership team
- Teacher judgments are monitored internally through the moderation cycle
- Phonics screening (Year 1's) if appropriate
- Assessments to be used as a tool to inform future planning and teaching