

Inmans Primary School

Phonics Policy

Date	Written By	Approved by	Review Date	Approved by Governors
September 2024	S Wells	SLT	July 2025	Yes

At Inmans Primary School we are committed to the delivery of excellence in the teaching of Phonics. We aim to give each child the skills to become a fluent, confident, and expressive reader as well as develop a life-long love of reading.

We strongly believe that being able to read is one of the most important skills children will learn in their first years at school and is key to enabling them access to materials in all other curriculum areas. The skill of reading not only provides a foundation for their learning throughout their school career but can also increase self-confidence and future life chances.

In September 2022 we transitioned from Letters and Sounds to Oxford Reading Tree's Floppy's Phonics (new edition 2020). This scheme matched everything we were looking for in a Phonics programme.

- 1 sound over 2 days, allowing all children to keep up, rather than catch up.
- A systematic and structured approach with built in consolidation and revision to ensure every child succeeds
- Developed by highly respected phonics expert Debbie Hepplewhite
- Features the much-loved characters of Biff, Chip and Kipper to engage children from the outset
- Online interactive phonic lessons and integrated activities to teach sounds, blending, spelling and letter formation
- It is matched to Oxford Reading tree books which we are fortunate to already have in school and can build upon the collection we have.
- Provides vocabulary rich resources to develop children's language
- Includes actions and songs to help children learn new sounds

Intent

At Inmans Primary School, we intend:

- for every child to read easily, fluently and with good understanding
- for early readers to have the skills to identify new sounds and decode unfamiliar words
- for children to apply their phonic knowledge in both their reading and writing, accurately and coherently
- for children to respond with curiosity about what they and others have read
- for children to become enthusiastic and motivated to read for pleasure
- to develop children's confidence in reading a wide variety of genres and text types
- for children to ask questions about newly learnt vocabulary as well as being able to apply it in their learning and everyday life

Implementation

At Inmans, we use the systematic and structured Floppy's Phonics programme. This programme teaches the letter/s-sound correspondences of the English alphabetic code explicitly and comprehensively for reading and spelling. It includes the well-loved characters of Biff, Chip, Kipper and Floppy the dog, which engages children fully for the phonics teaching & learning, vocabulary enrichment and language comprehension. During their journey through the Early Years Foundation Stage and Key Stage 1 they are taught the 44 phonemes (sounds) that make up all the sounds required for reading and spelling. These phonemes can be represented by one, two, three or four letters, for example: 'd as in dog', 'sh as in ship', 'igh as in 'light' and ough as in dough. Children are taught the key skills of blending sounds together for reading and segmenting (breaking up) words for spelling. As the children grow in confidence and experience, they are introduced to alternative ways of representing the same sound, e.g. 'ee' can be represented as 'ee, as in bee', 'ea as in tea', 'e-e as in theme' and 'e as in we'. They also learn when to apply simple spelling rules and use verbs in the correct tense

Teaching and Learning:

A consistent, systematic high quality, whole school approach to teaching phonics begins almost immediately as children enter Reception and is carried through until at least the point where children can read almost all words fluently. The Floppy's Phonics Revised Programme (2020) is used in its entirety in Reception and in Year 1 whilst those children continuing with phonics support in Year 2 and Year 3, will follow elements of the programme.

In lessons, teachers use all the resources from the Floppy's Phonics programme. The school is equipped with Floppy's phonics flash cards, frieze frames, code charts, sounds books, handbooks with activities and matching Floppy's Phonics decodable reading books. The school also has the Floppy's Phonics online subscription so that children and parents can access pages of the sound books at home.

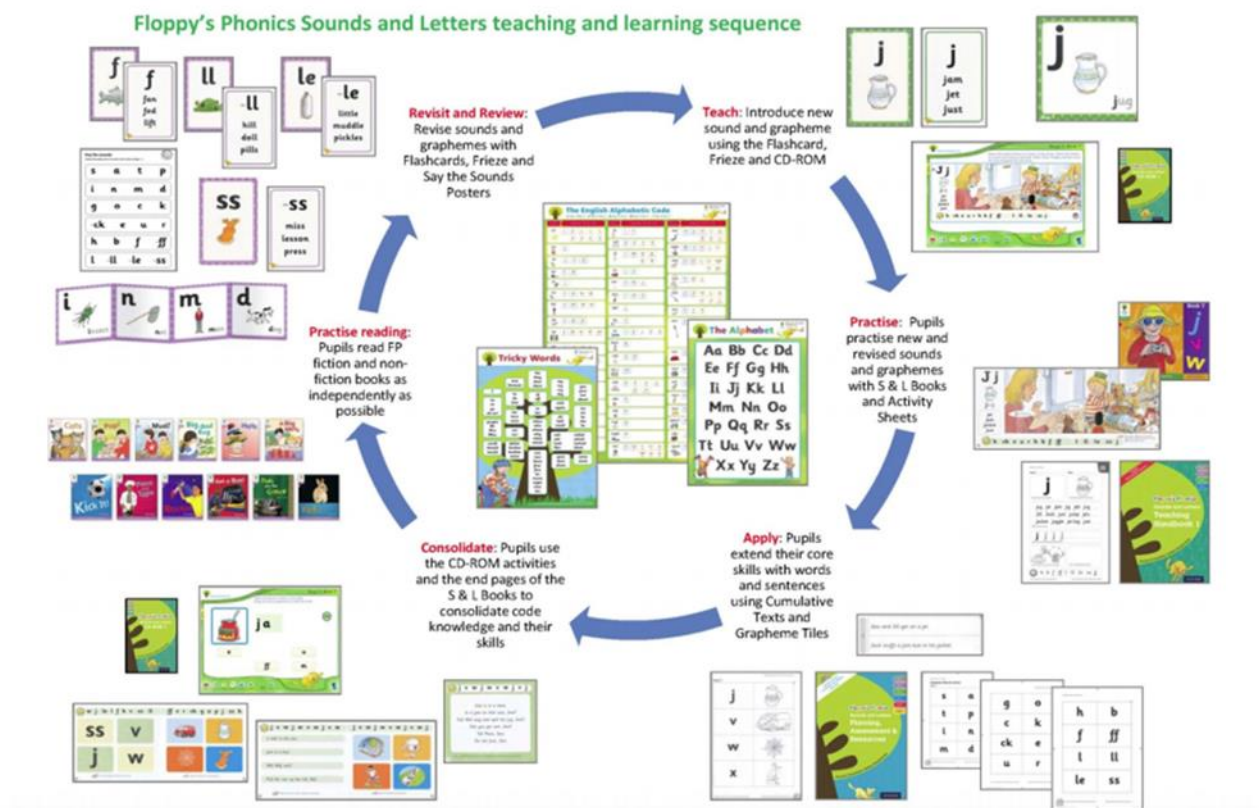
Phonics is taught as a discrete lesson every day for at least 30 minutes.
It follows the cycle of:

- **Revisit and Review**
Revise sounds and graphemes with the Flashcards and Frieze
- **Teach**
Teach focus sounds and graphemes using the Flashcards and Floppy's Phonics online activities.
- **Practise**
Practise new and revised sounds and graphemes with the Sound Books, Say the Sounds Posters, Activity Sheets or Activity Books.
- **Apply**
After the focus sound and grapheme is taught, use the Cumulative Texts for grapheme searches, reading and language comprehension, handwriting, spelling and drawing practice. Beginners can use the Grapheme Tiles for spelling practice.

- **Consolidate**
Use the Sound Books and the online activities for revision and consolidate learning.
- **Read**
Read Floppy's Phonics decodable readers.

This is to ensure that children are consolidating phonic knowledge and skills over time and that they are able to apply them in context. Consequently, wherever possible, links between phonics knowledge and understanding are made to learning in both Reading and Writing. The Floppy's Phonics approach is designed to be delivered in two distinct sessions so that children can enjoy the benefits of collective whole-class teaching, followed by opportunities where they are able to fully concentrate on their own learning. These lessons proceed at pace and incorporate a wide range of practical and interactive learning opportunities to engage the children. These learning opportunities are carefully chosen to ensure that children develop their skills in aural discrimination and phonemic and rhyme awareness, blending and segmenting as well as grapheme-phoneme correspondence.

The Floppy's Phonics cycle:



During the teaching of Phonics, staff are careful to model the correct articulation at all times as this is vital in helping children to learn new sounds and blending sounds to read words. We make sure that the sound produced (each individual phoneme) is as precise and as accurate as possible and no additional sounds are added. For example, the sound /m/ needs the sound / mmmmmm/ and not /muh/. The structure of the Floppy's phonics scheme really supports this – with the interactive resource giving clear examples to support both the teacher and the children. In addition, as this resource is also available for home learning, if a child is unable to attend school, it also allows support for families who are covering part of the curriculum from home.

What is blending?

For reading (decoding) say the sounds from left to right of the word and blend the sounds to hear the whole word.

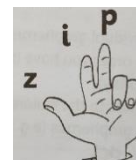
How to blend:

Point under each letter as you say the sound, then run your finger under the whole word as you say the whole (or blended) word. E.g. y-e-s yes

Tips for spelling (encoding)

Say the word slowly to identify each sound in the word.

Use your left hand to tally the individual sounds to your thumb and fingers.



Write down the letters and letter groups which are code for each sound you have tallied.

The use of Floppy phonics also provides the children with the additional resource of being introduced to common exception words – words that are not completely phonetically regular. Using the Floppy phonics terminology these are called 'Helpful words'. These are taught throughout the different levels of the scheme, used in handwriting practice and are also sent home as spelling practise, thus providing children with a multitude of opportunities to learn these key words as well as apply them in their writing.

We realise that the Floppy Phonics scheme does not provide the children with exposure to nonsense words that are part of the phonics screening Yr 1 assessment. Therefore, we make sure that children are exposed to these types of words by using a variety of other learning resources (e.g. Twinkl and phonics play) and games so that children remain confident in being able to apply their phonic knowledge in a variety of different settings.

National Phonics screening:

All pupils in Year 1 will take part in the 'Phonics Screening Check' which is carried out in June each year. This is a statutory assessment required by legislation. This information is submitted to the LA and parent/carers are informed. Any pupil who does not attain the required standard will repeat the screening in Year 2 having accessed support and intervention programmes to equip them with sufficient knowledge and understanding. This is to ensure that all pupils have a secure foundation upon which to build their reading and writing skills. Any pupils who do not attain the required standard in Year 2 will have access to appropriate interventions in Key Stage 2.

Partnership with Parents and Carers:

Parental support is paramount if a child is to become a successful and competent reader. Floppy's Phonics provides a wealth of resources that encourage a close link with families in the teaching of phonics. In Reception, the online platform Tapestry is used to share with families the focus sounds of the week and pupils take home a copy of the practice activity sheets along with the matching sound/reading books that the children are doing at school. This is continued in Year One where children take home focus sound sheets allowing parents to know which sounds their children are learning and how it is being learnt. All parents and carers of children in EYFS are invited to an 'Introduction to Phonics' workshop in the Autumn term. This allows parents to observe and work alongside their child in their everyday phonics lesson and to share teaching strategies that they can use at home to support their child with their learning. Later on in the year, parents are invited in again to

a 'Moving on in Reading and Writing' session. This workshop focuses more on the application of phonics to assist children with their reading and writing of sentences. Year 1 parents are then invited to attend a presentation about the Phonics Screening check which delivers key information about the assessment as well as providing practise materials to support with their child's learning at home. Parents also have the opportunity to observe and take part in their child's Phonic lesson.

Homework

Each child in EYFS and Key Stage 1 have a blue folder and activity sheets are sent home regularly to show parents the weekly sounds that the children are working on, this includes reading and spelling activities to practise.

Reading Books

Oxford Reading Tree provides a wide variety of resources to deliver high-quality phonics teaching and practice. Children practise new and revised sounds using the Sounds Books within the teaching cycle. These are used in school and are taken home by the children for further consolidation. Children can further practise and consolidate by reading Floppy's Phonics Fiction and Nonfiction and Traditional Tales books. In Reception and KS1 decodable books may need to be changed after a few days but should be changed at least weekly, it is the class teacher that ensures the children's needs are met. Reading record books are checked on a daily basis.

Assessment and Reporting:

Assessment is regarded as an integral part of teaching and learning and is a continuous process. We strive to make our assessment purposeful, allowing us to match the correct level of work to the needs of the pupils and ensuring all pupils make the appropriate progress. It is the class teacher's responsibility to keep track of the progress made by all the children in their class. If any concerns arise then the phonics coordinator is there to offer support or direct them to members of staff that have the best skill set to be able to support them. As the Floppy Phonics scheme develops, the Phonics coordinator has the responsibility to see how it is being used across KS1, see how good practice can be shared, as well as offer support for introducing those children in KS2, who have been identified as needing additional support to the scheme.

Using a variety of different methods the progress of the children is carefully monitored. In conjunction with the Floppy phonics assessment materials, we also talk to children, ask questions, observe their work and use past phonic screening papers to identify the specific needs of the children. From reviewing the assessment of the children, teachers are then able to target specific daily one to one intervention, group intervention and weekly intervention. It also helps to inform them how they can adapt their classroom displays and adapt their English curriculum to continue to support the needs of the children.

- In the EYFS and KS1 we assess pupils on our Phonic assessment sheets for each level and plot the children on a Phonics tracker grid each half term. Year 1 children will be given practise papers to identify specific skills or any gaps in their learning and this also will be plotted and tracked half termly.
- Children are involved in the assessment of their progress and receive regular feedback on their development.
- The teacher will pass on the pupil assessment information to the next teacher for the following academic year.
- Teachers will also hold meetings with parents and written annual reports are forwarded to parents in the summer term.

Interventions

Rapid interventions are put in place for those children who either fall into the bottom 20% of each class or who are not secure in the taught sounds for that day. Children will receive phonics interventions who are not on target for reaching secure in reading and writing. In Key Stage Two, children who are not working at age-related expectations will take part in daily phonics lessons and additional interventions targeted at the phase they are working at.

The Role of the Phonics Coordinator:

- Purchase, organise and maintain teaching resources.
- Ensure that reading books closely connect to the development of phonics knowledge
- Encourage and lead training for T.A's, teachers and parents.
- Advise and support colleagues in the implementation and assessment of phonics throughout the school
- Provide a strategic lead and direction for the subject in the school.
- Monitor the standards of children's phonics and the quality of teaching across the school
- Monitor phonics tracking, ensuring that gaps are addressed quickly and effectively and interventions are put in place.
- Advise the Head Teacher of any action required (e.g. resources, standards etc.)

The role of the class teacher:

- Plan effectively for phonics, liaising with phonics leader when necessary
- Ensure progression in the acquisition of phonic knowledge and skills with due regard to the National Curriculum for English
- Develop and update skills, knowledge and understanding of phonics
- Identify needs in phonics and take advantage of training opportunities
- Keep appropriate on-going records
- Inform pupils and parents of their progress, achievements and attainment
- Ensure interventions are completed

Equal opportunities

The teaching of phonics will be in accordance with the present policy for Equal opportunities. We aim to provide equal access to Phonics for those children with special educational needs and those pupils who are very able and require extension activities

Staff development and training

We are fully committed to ensuring all our Teachers and Teaching Assistants have access to high quality, up to date training to ensure that teaching and provision is of a high quality. Training is delivered in the form of whole school, small group and 1-1 coaching with those who require additional support. Learning walks take place at least termly and staff are given regular feedback on their performance. Training needs will be reviewed on an annual basis as part of our whole school CPD provision.

Impact

By the time children leave KS1 our aim is for children to be fluent and confident readers who are able to use their phonic skills and knowledge of common exception words to access and enjoy a variety of texts. As they progress into KS2, children should have a good understanding of the alphabetic code and be resourceful readers and writers who reflect upon their learning. Children have been subjected to a wide variety of texts, both from their own individual reading as well as those shared with the class. As a result, children will have a thirst for reading and are able to participate in discussions, ask probing questions and apply their skills across the curriculum.

Throughout the teaching of Floppy's phonics we are able to measure their attainment after each level and provide children with correct additional support to either help embed their learning or provide them with the next level of challenge. In addition, we are able to see the impact of this programme with their progress in the Year One phonics screening check as well as the use of the statutory assessments at the end of Key Stage One and Two. These results are measured against the reading attainment of children nationally.

We are able to use all this to make sure that the teaching of good synthetic phonics continues to follow those children throughout their primary education. However, we firmly believe that reading is the key to all learning and so the impact of our reading curriculum goes beyond the results of the statutory assessments.