



## **Phonics Policy**

**At West Walker Primary we use the Letters and Sounds phonics programme.**

### **Criteria for Assuring High Quality Systematic, Synthetic Progression Phonics**

- Quick recognition of phonemes and write graphemes using correct action or slogan
- Correct pronunciation by all adults
- Correct pronunciation by all pupils
- Teachers are aware of age related expectations
- Teachers systematically work through the Phases 1 - 6
- Teaching sequence is clearly defined
- A multi-sensory approach is used (VAK)
- Games and activities using a range of materials
- Fully interactive sessions
- Children are taught to blend phonemes, in order, from left to right, all through the word
- Children are taught to segment phonemes to spell
- Children use phonics and word-building to learn to read and spell
- Children learn high-frequency words in sequence, using word-building
- Practise and apply: reading words individually and in sentences and texts
- Practise and apply: spelling words individually and in sentences
- On-going assessment and end of year assessment tests

### **Nursery**

Children will focus on Phase 1 and 2 using listening activities, stories, rhymes,

- Sound discrimination: Environmental and Instrumental sounds, body percussion
- Rhythm and rhyme
- Alliteration
- Voice sounds
- Oral blending and segmenting sounds

At the end of Nursery, children are expected to know the alphabet. There is a focus on accurate sound production and children are encouraged to look at each other's mouth shape while making the sound.

### **Reception**

Children will continue to focus on Phase 1 and 2 and progress to Phase 3:

Reception children will use oral blending and segmenting as the principal approach for reading and spelling CVC words and then the same for blending and segmenting adjacent consonants. (CVCC and CCVC words).

Children will learn the sounds, in order, Set 1-8. The sounds are used to blend and segment CVC words (including ch-i-p, sh-o-p, b-a-th, s-i-ng). Spellings are learned through word-building.

Pupils need to:

- Give the sound when shown any phase 2 grapheme
- Quickly find/write any phase 3 grapheme
- Orally blend and segment CVC words
- Blend two letter real and nonsense words eg in, on, at, ip, up, ock
- Match the upper and lower case letters
- Form each letter correctly.

Children are assessed on knowledge about direction in print, order of words and letters and asked to distinguish between a letter, a word and a sentence and identify their position. Letter sounds are checked as an ongoing assessment.

### **Introducing/Practising Phase 2 Sounds**

- Hear it and say it
- Read it
- Sound review
- Write it
- Sound fingers used

Reception children need to develop their fine motor skills. Any children needing extra support will be given additional opportunities using a multi-sensory approach eg writing letters in damp sand, painting bags.

### **Phase 3 sounds**

Reception children will learn to instantly recall the Phase 3 sounds so that they will be familiar with them when they start year 1.

### **Year 1**

Pupils will learn the vowels and Phase 3 and 5 sounds together, in order to illustrate common positions of graphemes. They will learn to say and write alternative pronunciations for graphemes and learn to make phonetically plausible attempts at most words by using a best fit judgement. Year 1 pupils will be able to use blending, segmenting, count syllables and word build to spell. Children who can give the sound for all the Phase 3 and 5 graphemes but who are unable to apply them in reading and writing need further practice orally blending and segmenting so that they can hear all the sounds in words.

### **Introducing/Practising Phase 3/5 Sounds**

- Hear it and say it
- Blending words with and without sound buttons on word cards
- Teacher models the words on phoneme fingers and on the board
- Sound review
- Read and write old and new words and a range of nonsense words

### **Format for teaching sounds/spellings**

- Flashcard review – Revision of Blending and segmenting words
- Reading phase words – practise with magnetic letters/quickwrite
- Introduce 2 new sounds per week – include letter formation a- blend and segment with new sounds (each phoneme not consonant clusters)
- Read and write captions/sentences with new graphemes and core words

## **Year 2**

Children are taught to read and spell words with alternative pronunciations, silent letters and 'all' words. There is a focus on suffixes and adding –ed, -ing, -er, -est, -y to words. Pupils will be taught to make words ending in 'y' plural. They will learn about words with contractions, the use of the apostrophe to make single nouns possessive and some homophones/near homophones. Children will continue to clap out and count syllables in words.

## **Year 3 and 4**

Children in year 3 and 4 are taught to read and spell words with prefixes and suffixes and identify the root word. They will learn to read and spell words with alternative pronunciations and spellings. The apostrophe in plural words is taught and there is further coverage of homophones and near homophones.

## **Year 5 and 6**

There is further coverage of suffixes and the root word in Years 5 and 6. They are taught to use hyphens to join prefixes to root words. They are taught words with 'cei' and 'ough' and about silent letters. There is further coverage of homophones and words that are often confused.

## **Reading**

Quality teaching of phonics and word-building will feed into children's reading and writing. Early reading books are decodeable texts. This gives the children every opportunity of using decodeable skills. Comprehension is principally checked through inference and deduction skills.

## **Planning**

Phonics and spellings are taught for 20 minutes every day but reference is made during the day through layered learning and phonic application.

Staff are to use a range of multi-sensory activities, games and resources so that children are fully interactive during phonics sessions.

Regular dictation of words containing patterns is to be used to assess pupil progress and develop auditory skills. Dictation progresses from words to two or three word captions to longer sentences. These sentences should contain previously taught sounds/spellings.

## **Assessment – teacher observation**

1. Assess how well the children blend and segment.
2. Assess how well the children are able to apply independently what they have just been taught as they read and write captions and sentences.
3. Note how well children participate in games and if they demonstrate growing confidence in the new grapheme.
4. Note how well children are able to apply independently what they have been taught as well as what they have been taught from previous lessons.
5. Be alert to evidence that children are applying their phonics skills and knowledge in independent reading and writing across the curriculum.

### **Assessment – thorough, ongoing classwork**

1. Children can read words, captions, sentences and books containing specific phonemes.
2. Children can write words, captions and sentences containing specific phonemes.
3. Staff use ongoing assessment of children independently applying their phonic skills in reading and writing.

### **Tracking children**

Add children's names to the Phonic/Spelling Progress Tracking Sheet. The Phonics Tracking sheet is updated at the end of each half term and the progress of pupils is monitored in order to identify areas for further development.

### **Formative Assessment of Spelling**

Teachers will use the Helen Arkell Spelling Test (HAST) at the end of each term to measure progress and have an Age Equivalent result in years and months. This will also aid staff in planning support and interventions where appropriate.

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

All pupils are given the statutory Phonics Screening Check at the end of Y1.

The information in this document will be reviewed regularly throughout the academic year.

**Date of Policy:           September 2018**

**To be reviewed:        September 2019**