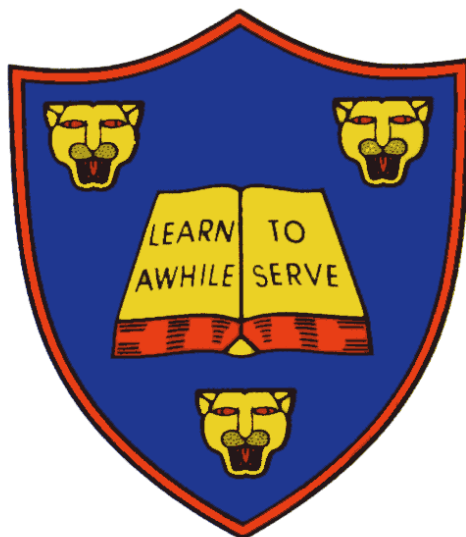


# STRATFORD PRIMARY SCHOOL



## Phonics Policy

<b>Date adopted by Governors:</b>	<b>June 2020</b>
<b>Date for policy review:</b>	<b>June 2021</b>
<b>Person responsible for review:</b>	<b>Phonics Leader</b>
<b>Signed by Chair of Governors</b>	<b>June 2020</b>

## **Aims:**

The National Curriculum 2014 states that 'high-quality phonic work' should be taught systematically and discretely as the prime approach used in the teaching of early reading.

At Stratford-Upon-Avon Primary School we use the Letters and Sounds programme, a phonics resource published by the Department for Education and Skills in 2007. It aims to build children's speaking and listening skills in their own right as well as to prepare children for learning to read by developing their phonic knowledge and skills. It sets out a detailed and systematic programme for teaching phonic skills for children starting by the age of five, with the aim of them becoming fluent readers by age seven. All resources used must have fidelity to Letters and Sounds.

Phonics progression consists of four stages - decoding, oral sounding, blending, GPC, blending to read for fluency. Using Letters and Sounds, discrete daily teaching of Phonics will take place in Reception and Key Stage 1. Beyond the discrete daily lesson, the children will have decodable reading books to take home, as well as decodable whole class and group reading books.

Reception – Phases 1-4

Year 1 – Phases 4 and 5

Year 2 – Phase 5 and 6

Please note the overlap between year groups is to ensure consistency and consolidation.

- See English policy for further details on the teaching of reading and handwriting.

## **Classroom environment:**

- Each classroom should have a Phonics display/wall.
- The display should include the tricky words and sounds taught so far.
- The sounds and tricky words for that week should be displayed.
- Word banks for English should be displayed.
- Sound mats should be available on tables.
- In Reception, children should have access to whiteboards, pens, magnetic letters, flashcards and sound mats on tables. As part of their continuous provision.

## **Daily lesson structure:**

- Phonics provision must be fully inclusive.
- Phonics must be delivered as whole class session so that all children, including SEND and EAL have equal provision and exposure to Phonics.
- Delivery should follow revise-teach-practise-apply approach.
- 15 minutes direct teaching, 15 minutes practise and apply.
- TAs to support as directed by class teacher.
- Interventions to be done on the day – keep up, not catch up.
- When teaching new sounds, sound buttons and lines must be used.
- Correct terminology (as per the appendix) must be used by staff and children.
- In Reception, the continuous provision must provide opportunities to practise taught phonics that week.
- SEND and EAL children should have access to Phonics support resources readily available for them to use for independent work – key words, GPCs and visual support resources where appropriate.

### **Assessment:**

- Using Letters and Sounds Appendix 3, class teachers will use summative daily/weekly assessment to identify necessary interventions.
- Weekly 1-1 reading with an adult in school for every child, using decodable books.
- In KS1, past Phonics papers are used half termly to track progress and identify required interventions.
- Every half term, teachers or trained TAs will assess the children using PhonicsTracker.
- National Year One Phonics Screen – summer term. Children should have been taught real words and alien words in preparation for this. They will need to read 20 real words and 20 alien words using their phonic knowledge.
- Any children who do not meet the pass mark for the Year 1 Phonics Screening will repeat the test in Year 2. The pass mark changes each year.

## **Appendix 1 – terminology**

- A Phoneme is a sound in a word.
- A Grapheme is a letter or a sequence of letters that represents a phoneme.
- A Digraph is a two letter grapheme which represents one phoneme.
- A Trigraph is a three letter grapheme which represents one phoneme.
- Split digraph – adding an e to change a short vowel sound to a long vowel sound; e.g mad becoming made.
- Sound out is separating sounds within a word when reading.
- Blending is putting those sounds together to read the full word.
- Segmenting is spelling sound by sound.

### **Phase One**

By the end of phase 1 children will have experienced a wealth of listening activities including songs, stories and rhymes. They will be able to distinguish between speech sounds and many will be able to blend and segment words orally. Some will also be able to recognise spoken words that rhyme and will be able to provide a string of rhyming words, but inability to do this does not prevent moving on to Phase Two as these speaking and listening activities continue.

### **Phase Two (up to 6 weeks)**

By the end of Phase Two children should:

- give the sound when shown any Phase Two letter, securing first the starter letters s, a, t, p, i, n;
- find any Phase Two letter, from a display, when given the sound;
- be able to orally blend and segment CVC words;
- be able to blend and segment in order to read and spell (using magnetic letters) VC words such as: if, am, on, up and 'silly names' such as ip, ug and ock;
- be able to read the five tricky words the, to, I, no, go.

### **Phase Three (up to 12 weeks)**

By the end of Phase Three children should:

- give the sound when shown all or most Phase Two and Phase Three graphemes;
- find all or most Phase Two and Phase Three graphemes, from a display, when given the sound;
- be able to blend and read CVC words (i.e. single-syllable words consisting of Phase Two and Phase Three graphemes);
- be able to segment and make a phonemically plausible attempt at spelling CVC words (i.e. single-syllable words consisting of Phase Two and Phase Three graphemes);
- be able to read the tricky words he, she, we, me, be, was, my, you, her, they, all, are;
- be able to spell the tricky words the, to, I, no, go;
- write each letter correctly when following a model.

### **Phase Four (up to 6 weeks)**

By the end of Phase Four children should:

- give the sound when shown any Phase Two and Phase Three grapheme;
- find any Phase Two and Phase Three grapheme, from a display, when given the sound;
- be able to blend and read words containing adjacent consonants;
- be able to segment and spell words containing adjacent consonants;
- be able to read the tricky words some, one, said, come, do, so, were, when, have, there, out, like, little, what;
- be able to spell the tricky words he, she, we, me, be, was, my, you, her, they, all, are;
- write each letter, usually correctly.

**Phase Five** (throughout Year 1)

By the end of Phase Five children should:

- 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 word
  
- form each letter correctly