



Phonics Policy 2021/2022

Review date: September 2023

At Beaver Road we strive to ensure that all children become successful, fluent readers by the end of key stage one and believe this is achievable through a combination of strong, high quality, discrete phonics teaching combined with a whole language approach that promotes a 'Reading for Pleasure' culture.

To achieve the age-related expectations, children at the end of Key stage 1 need to read fluently at 90 words per minute. As children move into Key Stage 2, it is vitally important that even those who have made the slowest progress are able to read age-appropriate texts independently and with fluency. For children to engage with the wider curriculum, they need to be able to read well, making inferences and drawing on background knowledge to support their developing understanding of a text when they read. In order to achieve this children need to be able to draw not only on their phonic knowledge but also on their wider reading and comprehension skills, each of which must be taught. The first step in this complex process is the link between spoken and written sounds.

This policy is aimed at reinforcing a consistent, high quality approach to the teaching of phonics across foundation stage, key stage one and on into key stage two for children who still need this further support.

At Beaver Road Primary our aim is:

- To provide consistent, high quality phonics teaching that ensures all children have a strong foundation upon which to tackle the complex processes of reading and writing.
- To ensure progression and continuity in the teaching and learning of phonics throughout the school.
- To provide a text rich learning environment that encourages and develops oracy and literacy skills that are the cornerstone of our curriculum, starting in the Nursery Class and continuing throughout the school. Providing environments that model and promote a love of reading where children experience the joy of books and language whilst rapidly acquiring the skills to become fluent independent readers and writers.
- To ensure that systematic synthetic phonics, following the Essential Letters and Sounds programme, is taught to children to enable pupils to:
 - ❖ - Recognise, say and write all phonemes within each phase 2-5 of Essential 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 'HRW' words from sight 'Tricky Words' (Harder to read and write 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.

Curriculum, Teaching and learning Guidance:

At Beaver Road, we teach systematic synthetic phonics using the new Validated Essential Letters and Sounds programme and sequence. This is used throughout the school to teach phonemes, tricky words and specific and relevant vocabulary related to phonics. A key part of our programme is the reduction of the cognitive load, which can lead to particular groups of pupils not making rapid progress.

- 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. Phase 1 concentrates on developing children's speaking and listening skills and lays the foundations for the phonics work which starts in Phase 2. Nursery children are introduced to letter names and initial sounds in the spring term.
- Daily 20 minute phonic sessions in Reception and KS1 and regular small group interventions in KS1 and 2. Integrating phonics skills in cross curricular activities throughout the day.
- Well planned, high-quality, discrete phonics sessions taught using the 'sequence of teaching' structure as set out in the Essential Letters and Sounds document: Staff follow the five-part lesson sequence:

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.

Review- Review sound previously taught

- A school overview of which order and when to teach each phase from the Essential Letters and Sounds programme.
- Fast paced, well 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. Repetition and reinforcement of learning is key within all phonics lessons.
- New phonemes are introduced and modelled using a pre-agreed action and mnemonic phrase
- Lessons will use cooperative learning techniques to ensure all children participate fully.
- High frequency words (or tricky words) are taught as set out in the Essential Letters and Sounds programme.

- Phonetic vocabulary is explicitly taught and referred to by staff and pupils within lessons, e.g. trigraph. Consistent use of terminology by teachers, children and parents.
- 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.
- Regular and manageable assessment to ensure that all children 'keep up' rather than 'catch up' within lessons.

Follow a thorough assessment procedure to track and monitor children's progress in developing and applying their phonics knowledge. Children are tracked using a Phonics Tracker. 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.

- Books within the school are phonetically decodable and include tricky words. They are sequenced in the same order as the Essential Letters and Sounds Programme and children are provided with a range of texts including fiction, non-fiction and traditional tales. Children have exposure to a range of texts to promote reading for pleasure.

Phonics overview at Beaver Road Primary school - Phase 1 to Phase 5

Phase 1	Phase 2	Phase 3
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<p>Nursery Seven aspects:</p> <ul style="list-style-type: none"> • Environmental sounds • Instrumental sounds • Body percussion • Rhythm and rhyme • Alliteration • Voice sounds • Oral blending 	<p>Reception Autumn 1</p> <ul style="list-style-type: none"> • Oral blending • sounding out and blending with 23 new grapheme- phoneme correspondences (GPCs) • 12 new harder to read and spell (HRS) words 	<p>Reception Autumn 2, Spring 1 and Spring 2</p> <ul style="list-style-type: none"> • Oral blending • sounding out and blending with 29 new GPCs • 32 new HRS words • Revisions of Phase 2
Phase 4	Phase 5	Beyond Phase 5
<p>Reception Summer 1 and Summer 2</p> <ul style="list-style-type: none"> • Oral blending • no new GPC's • No new HRS words • words structures- cvcc, ccvc, ccvcc, cccvc, cccvcc • suffixes • Revision of Phase 2 and Phase 3 	<p>Year 1 Autumn 1 and 2</p> <ul style="list-style-type: none"> • Revision of previously taught phonemes • Introduction to Phase 5 for reading • 22 new GPC's • 9 new HRS words <p>Year 1 Spring 1, Spring 2 and Summer 1</p> <ul style="list-style-type: none"> • Alternative spellings for previously taught sounds • 49 new GPC's • 4 new HRS words • oral blending • Revision of Phase 2, phase 3 and phase 4 	<p>Year 1 Summer 2 and Year 2</p> <ul style="list-style-type: none"> • With ELS phonics teaching does not stop at the end of Year 1, but continues as children move through the school, with links being made between their GPC knowledge and spelling. • Revision of all previously taught GPC's for reading and spelling • wider reading, spelling and writing curriculum.

Assessment of phonics

Our approach to assessment in Phonics and feedback is based on an understanding of a child's journey through the phonics phases, combined with real clarity on the purpose of collecting data to improve pupil outcomes.

At Beaver Road, we see assessment as an integral part of teaching and learning and is a continuous process. We use three broad overarching forms of assessment: day-

to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

Teachers role in assessment of phonics

The attainment and progress of children in phonics is assessed regularly across the year, both discretely at the end of each term and through Reading and Writing assessments. Teachers complete checklists to identify which sounds the children know. Teachers assess knowledge of grapheme-phoneme correspondence and skills in blending and segmenting. Assessment evidence is also gathered during guided reading sessions, shared reading and shared writing. Teachers check to see whether phonics skills are embedded and applied across the curriculum. Teachers will use multi ticks on Pupil Asset to carefully track children's phonic skills within reading and writing.

Teachers will track children half termly using the class phonics tracker. Trackers will identify who is working on and secure at each phase. When completing class trackers teachers are identifying the number of children who are 80% secure using and applying phonic knowledge in reading and writing. For children who are not secure at the expected phase for their age they will adapt their teaching to differentiate activities, create further opportunities to learn and apply skills and work with parents.

Head of year role in assessment of phonics

Compile the class trackers onto a phonics cohort tracker, analysing the data and cross referencing with guided reading trackers. They will identify any anomalies with the data and put support in place where needed.

Phonic lead role in assessment of phonics

The phonic lead will collect phonics cohort trackers from Nursery to Year 3 and complete a school phonics data overview, analysing results. Comparing attainment and progress, within phases and year groups. Monitoring the quality of teaching and learning in phonics across the school leading to whole school actions.

Phonics screening check

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. 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.

Those children who do not obtain the required level set by the 'Phonics Screening Check' will receive phonics teaching in year three – which will be further supported throughout the year and across key stage two with a phonics and/or spelling intervention programme.

Term	Definition	Term used with children
Pure sounds	The correct pronunciation of	Pure sounds

	phonemes so that children can more easily blend to read words.	
Phoneme	The smallest unit of sound in a word.	Sound or phoneme
Grapheme	A written letter or group of letters representing one sound e.g. t, ck, igh	Grapheme Say 'See the graphemes and say the sounds'. Marked with a dot under (sound button)
Digraph	A combination of two letters representing one sound, as in 'ai' and 'ph'.	Digraph Marked with a dash under
Consonant digraph	Two consonants which make one sound e.g. sh, ch, th	Consonant digraph (From Year One) Marked with a dash under
Vowel digraph	A digraph in which at least one of the letters is a vowel e.g. oa, ar	Vowel digraph (From Year One) Marked with a dash under
Split digraph	A digraph that is split by a consonant. Usually a long vowel sound e.g. 'a-e' (cake), u-e (rule).	Split digraph Marked with a curve under the split digraph
Trigraph	Three letters which together make one sound e.g. igh	Trigraph Marked with a dash under
Blending	The process of using phonics for reading. Children identify and synthesise the phonemes in order to make a word. E.g. s-n-a-p, blended together, reads snap.	Blending Sound out using a finger for each phoneme and then point across the fingers to blend.
Segmenting	Separating words into their constituent phonemes to spell.	Segmenting Say – sound it out. segment on the arm each letter and point across the arm for the whole word.
Nonsense words	Tool to assess phonetic decoding – shows that the word hasn't been memorised or learnt by sight.	Alien words Action- fingers on head as antennae
High frequency words	The most common words used in English- a combination of phonetically decodable words and common exception words.	High frequency words
Common exception words	Words in which the English spelling code works in an unusual or uncommon way e.g. the, you, was.	Harder to read and spell words
Cvc, ccvcc	The abbreviations used for consonant-vowel consonant and consonant-consonant-vowel – consonant-consonant words, used to describe the order of sounds.	n/a

Appendix

Class phonics tracker

Cohort phonics tracker for year group (on the server)

Data overview for phonics