**All Saints’ C of E Primary**

**School**







**Phonics Policy**

**Our Intent:**

At All Saints’ C of E Primary School we are committed to the delivery of excellence in the teaching of Phonics. We aim to develop each child so that they are able to read with fluency as well as develop a love of reading a crucial life skill. The use of phonics is one of the many skills needed to be able to be a reader and writer. We aim to teach high quality phonics to ensure the children have the best start possible in reading and writing. The learning of phonics is the beginning of children’s body of knowledge, skills and understanding that are an essential part of learning to read. In order to read and understand texts children must learn to recognise/decode the words on the page. Good quality phonics teaching allows the child to be secure in the skills of word recognition and decoding which allows children to read fluently. This will result in children being able to read for pleasure and will allow them to move onto developing higher order reading for meaning skills. These phonic skills will be taught systematically and involve a variety of multi-sensory resources for all learners following he ‘Floppy’s Phonics’ programme.

**Implementation:**

Our children are provided with a variety of opportunities to develop and extend their phonics skills in and across Foundation Stage, Key Stage 1 and where necessary continued into Key Stage 2, to support those children who do not yet have the phonic knowledge and skills they need. Discrete phonics lessons take place daily across Foundation Stage and Key Stage 1. They follow the cycle of ‘Assess, Teach, Practise, Apply, consolidate, Practice Reading, Revisit and Review.’ This ensures that children are consolidating phonic knowledge and skills over time and that they are able to apply them in context. Consequently, links between phonics knowledge and understanding are made to learning in both Reading and Writing. The structure of each lesson here at All Saints’ and the journey of Phonics across the week enables all aspects of the blending and segmenting of phonemes/graphemes; lessons are uniquely planned and tailored to meet the needs of all our learners. The teachers provide stimulating experiences and opportunities to motivate the children using a range of ‘Floppy’s Phonics’ resources to engage individuals and groups of 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.

Through Following Floppy’s Phonics programme for our Phonics teaching it provides teaching staff with a consistent, step by step guide to teaching reading, writing and spelling.

We:

* Ensure all our staff are trained and empowered to deliver high quality phonics provision sessions,
* Follow a planned systematic programme building on previous learning to secure progress,
* Teach phonics daily for a minimum of 30 minutes focusing on reviewing reading, writing and applying.
* Reinforce and apply acquired phonic knowledge and skills as they progress through the stages with a clear programme of learning.
* Ensuring this learning continues into KS2
* Handwriting is embedded throughout the scheme
* A multisensory approach to learning is utilised throughout each day to meet a range of children’s developing needs, using ‘Floppy’s phonics’ resources.
* Interventions are put in place following a robust assessment system.
* Children are assessed regularly and this data is tracked to ensure progression and quality provision.

All teachers have a range of resources to use which are appropriate for the level at which the children are working. They include ‘Floppy’s Phonics’ practical resources such as the alphabetic code poster, sounds frieze, grapheme tiles, magnetic letters and phonic strips etc, which are used in every lesson to create a point of reference. These resources are added to so that children are continually engaged with their learning. We have age and phase appropriate displays in both Foundation Stage, Key Stage 1 Year 3 classrooms and intervention rooms to support the teaching and application of ‘Floppy’s Phonics’ in Reading and Writing.

**Age Related Expectations for the end of the school year:**

By the end of EYFS children should:

• read and understand simple sentences.

• use phonic knowledge to decode common words and read them aloud accurately.

• confidently read by sight the Stage 2 and 3 common exception words

• use phonic knowledge to write words in a way which matches how the sounds are said.

• write some irregular common words. phonics teaching continues throughout the foundation stage where staff teach high quality phonics sessions daily. The expectation is that children begin to read and write straight away and secure initial sounds and reading and writing CVC words. The expectation is that children progress onto long vowel phonemes in F2 whilst not missing out on being able to write 4/5 letter words such as ‘stick’, ‘frog’ etc. Children should leave F2 reading and writing simple sentences.

**By the end of Year 1 children should:**

• apply phonic knowledge and skill as the prime approach to reading unfamiliar words that are not completely decodable;

• read many frequently-encountered words automatically;

• read phonically decodable three-syllable words;

• read a range of age-appropriate texts fluently;

• demonstrate understanding of age-appropriate texts.

• read decodable words that end –s, –es, -ing, -ed, -er, -est

• Say the correct sound to grapheme for all the 40+ phonemes up to Stage 5.

**By the end of Year 2 children should:**

• Read accurately most words of two or more syllables.

• Read most words containing common suffixes.

• Read and spell most common exception words for year 2.

• Read words accurately and fluently without overt sounding and blending.

• Sound out most unfamiliar words accurately, without hesitation.

• Segment spoken words into phonemes and represent these by graphemes.

**Key Stage 2:** Children in year three and beyond who have not reached a sufficiently proficient level in phonic awareness and application should be given access to a daily phonics session.

**The Alphabetic Code**

**All readers will be taught four skills:**

• grapheme‒phoneme correspondences (that is, the alphabetic code) in a clearly defined, incremental sequence

• to synthesise (blend) phonemes (sounds) in order all through a word to read it

• to segment words into their constituent phonemes for spelling

• that blending and segmenting are reversible processes. English represents the sounds of the language and uses an alphabet to do this. It is generally accepted that English has 44 sounds (although this number varies slightly, depending on regional accents).

**Correct Articulation**

Correct articulation is vital in helping children to learn to blend sounds together. We make sure that the sound produced (each individual phoneme) is as precise and accurate as possible and that no additional sounds are added. For instance, the sound /m/ that starts ‘mother’ or is embedded in ‘impress’ needs to sound /mmmm/ and not /muh/. The clearer the sound, the easier it is for a child to blend together (synthesise) the individual sounds to read a word because there are no unnecessary sounds getting in the way.

**Common exception words**

Children will be taught to read words that are not completely phonically regular. Children will be taught to read these words on sight, so that they do not have to spend time puzzling them out. Teachers help children to practise their speedy recall of tricky words. In terms of spelling, children need to remember the tricky parts of a word, that is, the letters that do not match the usual grapheme-phoneme correspondences they have learnt.

**Planning**

The school follows the systematic approach laid out in the ‘Floppy’s Phonics’. Staff use the weekly plans for phonics which ensure progression and effective, high quality teaching.

**Intervention**

Children who still need extra support to develop their phonic knowledge across the EYFS, Key Stage 1 and 2 are identified and targeted for intervention. Once a child’s needs have been assessed the intervention follows ‘The Floppy’s phonics programme’ and is timetabled by the class teacher.

**Assessment;**

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, thus benefiting the pupils and ensuring progress. It is the class teacher’s responsibility to keep track of the progress made by all children in their class, regardless of their phonic ability. Each individual child should be tracked using the phonics tracker, which is updated half termly and continues to be updated as the child moves through school. The attainment and progress of children in phonics is assessed regularly across the year, both discretely at the end of each phase and through Reading and Writing assessments. At the end of Year 1, children participate in the phonics screening check which assesses their knowledge of grapheme-phoneme correspondence and their skills in blending. This information is submitted to the LA. Those children who do not succeed in the phonics screening check are highlighted for further intervention and targeted support before completing the screening check again at the end of Year 2. For children who do not succeed a second time, provision is made for them to receive intervention and targeted support in Key Stage 2.

Children need to be taught the alphabetic code – the relationship between sounds and letters in English – and the screening check is designed to assess how much of it they know. The non-words in the check are useful for identifying children who may know the alphabetic code (or at least parts of it) but are struggling with the skills of blending sounds together to make whole words. There may also be children who are finding it difficult to learn to read whose problems are not related to blending or knowing the alphabetic code. The screening check still acts as an important diagnostic tool in the first instance. The check is intended as a test of phonic decoding – not as a wider test of reading – to assess whether children have learnt key knowledge and skills by the end of Year 1. Comprehension is a separate dimension and is tested at the end of Key Stages 1 and 2 and throughout these stages using ‘Assertive Mentoring’

Feedback: Children are provided with constructive and timely feedback in lessons. Teachers provide parents with feedback on their child’s progress and achievement at parent’s evening, when target setting is shared throughout the year and through the end of year report. Assessment information is also passed onto the next teacher as part of transition between year groups and phases.

Assessments are ongoing and are updated half termly onto the Phonics Tracker app. This enables teachers and subject lead to identify those children in need of intervention. The structure of each lesson here at All Saints’ and the journey of Phonics across the week enables all aspects of the blending and segmenting of phonemes/graphemes; lessons are uniquely planned and tailored to meet the needs of all our learners. The teachers provide stimulating experiences and opportunities to motivate the child, using a range of ‘Floppy’s Phonics’ resources to engage individuals and groups of children.

**Children will be tested using;**

* The Phonics Tracker Assessment tool,
* Year 1 phonics screening including previous checks for practice.
* All children are assessed to find gaps in their understanding, to inform future teaching and ensure any intervention is timely, relevant and successful.
* Tracker children are set up throughout FS and KS1 and progress is monitored half termly by the subject lead to ensure progression and quality teaching is taking place.
* Staff are regularly observed by the subject lead and school leadership team to ensure fidelity to the phonics programme and to ensure children are receiving quality teaching and learning opportunities.

**The class teacher is responsible for:**

• Ensuring progressing in the acquisition of phonic knowledge and skills with due regard to the National Curriculum for English and the non-negotiables for each phase.

• Developing and updating skills, knowledge and understanding of phonics

• Identifying needs in phonics and adapting planning to suit all children within the ‘Floppy’s phonics programme.

• Keeping appropriate on-going records using the phonics tracker app.

• Planning effectively for phonics using ‘The Floppy’s Phonics programme, liaising with phonics leader when necessary

• Informing pupils and parents of their progress, achievements and attainment

**Non-negotiables for teaching and learning of Phonics**

At All Saints’ C of E Primary School we follow the systematic approach laid out in the Floppy’s Phonics programme, meeting the requirements of the National Curriculum. Staff follow weekly plans for phonics which ensure progression and effective, high quality teaching.

In every discrete phonics lesson:

• In each class there will be a focus phoneme for the whole class to be working on. The sound will be differentiated according to the ability of each child in the class. Planning of this phoneme will show a journey across the week and will develop so that all levels of ability are met.

• All lessons start with a clear learning objective which is linked to the phase of letters and sounds that the year group are working on.

• The learning objective will be called ‘WE ARE LEARNING TODAY…’

• The learning objective will specify if the phoneme is a ‘reading’ focus (blending) or a writing focus ‘segmenting’. This will be covered throughout the week so the children can investigate and explore both aspects in and out of context.

• New phonemes will be taught using the correct articulation and terminology and all children will use this terminology in their learning. E.g, phonemes, digraphs, trigraphs, split-digraph,

• At the start of every lesson phoneme flashcards are used as a quick warm up to refresh and rehearse previous sounds for each phase. This will be differentiated for each year group. Phoneme flashcards can also be used throughout mini-plenaries and independent learning when children are practising phonemes.

Lessons follow the structure outlined below through the teaching of skills and subskills:

**REVISIT & REVIEW:** Revise previously taught sounds and graphemes using flashcards, frieze and Say the Sounds Posters.

**TEACH:** Introduce new sound and grapheme using flashcards, frieze and the Interactive Resources. **PRACTISE:** Pupils practise new and revised sounds and graphemes with Sounds & Letters Books and Activity Sheets

**APPLY:** Pupils extend their core skills with words and sentences using Cumulative Texts and Grapheme Tiles

**CONSOLIDATE:** Pupils use the Interactive Resource activities and the end pages of the Sounds & Letters Books to consolidate code knowledge and their skills PRACTISE READING: Pupils read Floppy’s Phonics fiction and non-fiction books as independently as possible.

• Feedback will be given throughout the lesson to individuals to move learning forwards and drive progress. Children will be given extensions to learning opportunities for children to apply phonemes in context.

• Other adults will impact learning throughout the whole phonics lesson by using questions and reinforcement of key strategies taught with individuals.

• Other adults will model and demonstrate new learning with groups/individual children.

• Outcomes to learning will be demonstrated in a variety of ways depending on the strategy/learning opportunity. E,g, multi-sensory resources will support learning in a practical way but there will also be opportunities to rehearse and explore writing of key phonemes and words following the ‘Floppy’s Phonics programme.

• The teacher/TA will use higher order questions when asking the children to explain strategies used and ways to read and spell a new word

