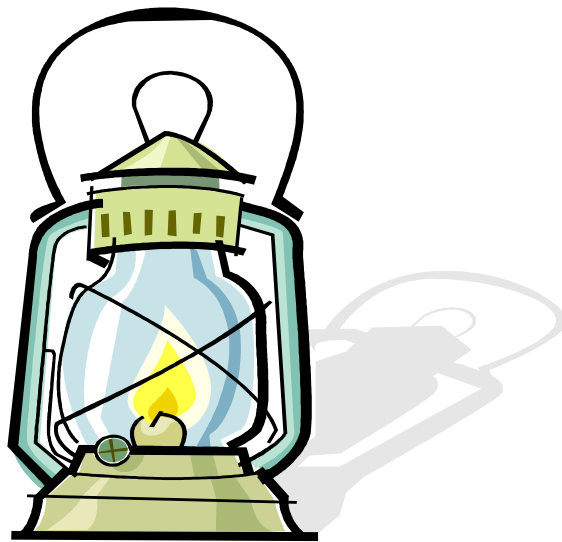




PHONICS POLICY



Autumn 2023



“Shine like a lantern in the presence of the Lord.”

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INTRODUCTION

At St Bede's, we believe that all our children can become fluent readers and writers. We use Twinkl Phonics to help teach phonics in a systematic and synthetic way. We start teaching phonics in Nursery and by following Twinkl Phonics progression, ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

We model the application of the alphabetic code through phonics in reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

AIMS

At St Bede's we aim to:

- To ensure there is a consistent approach to the teaching of phonics throughout the school.
- To give all children the most enriching phonics sessions allowing them to apply their phonic knowledge to both reading and writing.
- To differentiate the teaching of phonics to enable outstanding progress to be made by all children.

TEACHING AND LEARNING

EYFS

In the EYFS, our phonics is taught in a discovery based way incorporated through Levels 1, 2, 3 and 4 from the Twinkl Phonics programme. In Nursery, running alongside the Twinkl Phonics Level 1, we provide a balance of child-led and adult-led experiences for all children that meet the curriculum expectations for 'Communication and language' and 'Literacy'. These include:

- sharing high-quality stories and poems
- learning a range of nursery rhymes and action rhymes
- activities that develop focused listening and attention, including oral blending
- attention to high-quality language.

During this foundational stage of nursery, children won't learn about any letters or sounds yet. Instead, they will develop early communication skills and build up their awareness of the different sounds around them. We ensure Nursery children are well prepared to begin learning grapheme-phoneme correspondences (GPCs) and blending in Reception.

In Reception, the teaching of phonics begins early in the Autumn term. The teaching of new sounds is across daily sessions. Five sessions introduce the new sounds to the children with each lesson featuring 'spinning plates' in which previous learning is revisited to help the children become fluent readers. Children in Reception are taught to read and spell words using Levels 2 and 3 GPCs, and words with adjacent consonants (Level 4) with fluency and accuracy.

KS1

In Year 1, phonics teaching begins at the beginning of the year, recapping and reviewing sounds learnt in Reception. Based on children's knowledge and confidence in phonics they are split into three sets. Children are taught phonics across daily lessons. There are 4, 30 minute sessions, where children recap previous sounds and new sounds are introduced. The phonics lesson on a Friday consists of spinning plates from the learning of that week, followed by the children's spelling test, which is differentiated depending on their level. All children will review Level 3 and 4 and are taught to read and spell words using Level 5

with fluency and accuracy. In Year 2, the Twinkl Phonics Level 6 stage is taught for 30 minutes daily to develop grammar, reading and writing skills in an engaging way.

Children who are identified as needing intervention will begin this as soon completing daily sessions that recap what they have learnt.

Ensuring Consistency

Every teacher in our school has been trained to teach phonics, so we have the same expectations of progress. We all use the same language, routines and resources to teach children to read so that we lower children's cognitive load. Weekly content grids map each element of new learning to each day, week and term for the duration of the programme. Lesson templates, Prompt cards and How To videos ensure teachers all have a consistent approach and structure for each lesson.

ASSESSMENT

Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.

Assessment for learning is used:

- daily within class to identify children needing support
- weekly in the review lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.

Summative assessment is used:

- every half term to assess progress and to identify gaps in learning that need to be addressed and to identify any children needing additional support

EYFS

In Reception the Children are assessed every half term. Children are assessed on the sounds that they know and their ability to blend the sounds together to read words.

Parents will be fully informed as to this progress in their reading record books.

At the end of the year, a final assessment will be carried out which will be passed onto the KS1 staff.

KS1:

Children are assessed every half term in Year 1 in their ability to use their phonics knowledge to read real and nonsense words. A baseline assessment is also completed when they return in September to identify who requires intervention

At the end of Year 1 there is a statutory assessment which takes place in the summer term. Any child who does not pass the assessment will retake the test in Year 2 and the parents will be informed.

Level 2 order

s a t p l n m d g o c k ck e u r h b f l
ff ll ss

Level 3 order

j v w x y z zz qu ch sh th ng ai ee igh oa oo ar or ur ow oi ear air er

Level 4 order

CVCC and CCVC words (words which follow specific letter sequences of consonant and vowel sounds)

Short vowels with adjacent consonants

Polysyllabic words (words which have two or more syllables)

Level 5 order

ay' saying /ai/ day

oy' saying /oi/ toy

'ie' saying /igh/ pie

'ea' saying /ee/ sea,

'a_e' saying /ai/ snake

'i_e' saying /igh/, 'o_e' saying /oa/ bike/alone

'u_e' saying /oo/ and /yoo/cube and use and, 'e_e' saying /ee/complete

'ou' saying /ow/cloud

'ch' saying /c/ Christmas and /sh/ school

'ir' saying /ur/ stir

'ue' saying /oo/drew and /yoo/argue

'ew' saying /oo/ new /yoo/ chew

'y' saying /ee/ very

'aw' and 'au' saying / saw/August

'ow' and 'oe' saying /oa/ low/toe

'wh' saying /w/ white

'c' saying /s/city and 'g' saying /j/gem,

'ph' saying /f/ phone

'ea' saying /e/ head

Adding -ed /jumped

Adding -s and -es skirts/wishes

Adding -er and -est to adjectives/ louder/freshest

'tch' saying /ch/ catch

Adding -ing and -er to verbs playing

'ear' and 'are' /air/ tear

Unspoken 'e'/horse
'ore' saying /or/ more
Adding un/untie

Key Vocabulary

Phoneme – a single unit of sound

Grapheme – a letter or number of letters that represent a sound in a word

Digraph – two letters that make one sound

Trigraph – three letters that make one sound

Split digraph – a-e e-e i-e o-e u-e - this is where a digraph is split by a consonant. It then becomes a split digraph.

Blend/blending – this is where you sound out every grapheme in the word, then 'blend' the sounds together to read the word

Segment – sounding out every grapheme that you hear to help you write a word phonetically

Sound buttons – putting a sound button under every grapheme