

# Pot Kiln Primary School

## Phonics Policy

### At Pot Kiln Primary School our aims are:

- To establish consistent practice, progression and continuity in the teaching and learning of phonics throughout the school with a focus on quality first teaching
- To ensure that systematic synthetic phonics (following the Letters and Sounds programme) is the first approach pupils use to help with their reading and spelling
- To have robust assessment procedures to check progress and identify pupils in need of intervention
- For pupils to apply their phonic knowledge in their reading and writing across the whole curriculum

### These aims will be delivered by:

- Consistently following the principles and practice as set out in 'Letters and Sounds' which is a systematic synthetic phonics programme
- Daily 20 minute phonic sessions in Reception and KS1 and regular intervention in KS2.
- Through well planned discrete phonics sessions taught using the 'sequence of teaching' structure as set out in the Letters and Sounds document (see appendix A)
- Regular assessment and monitoring of children's phonic abilities
- Following the school's overview of when to teach each phase from Letters and Sounds (see appendix B)

### What is phonics?

- This is the knowledge of how alphabetic sounds work and how these sounds are combined to correspond to the spoken word.
- It includes the skills of **blending** for reading and **segmentation** for spelling. Blending is the skill of building words by merging phonemes together – this is used when reading words. Segmentation is breaking down a word into its component phonemes –this is used when spelling words
- A **phoneme** is the smallest unit of sound in a word. It is generally accepted that there are 44 different phonemes in the English language. In phonics the children are taught each of these phonemes and the alternative graphemes (different ways of writing) these phonemes.
- A **grapheme** is the written symbol of a phoneme
- Some phonemes are written with two letters – these are called **digraphs**. Some phonemes are written with three letters – these are called **trigraphs**.
- **Split digraphs** are two letters that make one sound, but the letters are not adjacent in a word (they are split by another letter).
- **High frequency words (or tricky words)** are words which children are unable to read using their phonic knowledge. These are taught as a whole word.

### Phonics in EYFS and KS1

- Daily discrete phonics sessions start in Nursery and continue until the end of Year 2 when the great majority of children should be confident readers and have completed the phonics programme as set out in Letters and Sounds (achieving Phase 6).
- All phonics in the EYFS and KS1 is taught following the Letters and Sounds document alongside the resources and supporting materials produced by Jolly Phonics.
- Phonemes are taught in a specific order following the Letters and Sounds document.
- Children are introduced to the key phonics terminology (as set out above) including phoneme, digraph and split digraph.
- Daily discrete sessions in EYFS and KS1 follow the 'sequence of teaching' set out in Letters and Sounds; Introduction, Revisit/review, Teach, Practise, Apply and Assess learning against criteria (see appendix A for model).
- High frequency words (or tricky words) are taught as set out in Letters and Sounds. These are words that are taught as a whole word as the children will not be able to use their phonic knowledge to read these words.
- Sounds taught are 'pure' ie b not 'buh' as this is central to phonics teaching and ability to recognise sounds in words. During teaching pupils are seated where they can clearly see the adult's mouth in order to learn the correct pronunciation of sounds.
- Children are taught that the number of graphemes in a word corresponds to the number of phonemes. This greatly aids spelling. Phoneme buttons are used in phonics teaching to illustrate this.

- Teaching is multi-sensory, encompassing simultaneous visual, auditory and kinaesthetic activities to enliven core learning
- Phonics is taught in short, briskly paced sessions and then applied to reading and writing in meaningful contexts
- All activities are well matched to the children's abilities and interests, and all classroom environments have an age appropriate display concentrating on both sounds and key words
- All phonics sessions are taught as a whole class and activities differentiated to match the various abilities within the class, including challenges for the more able pupils.
- Teaching assistants are used within the daily phonics sessions to support pupils in their phonics activities and in helping the teacher to assess the pupil's phonic abilities.
- Children in need of intervention will be identified and extra sessions will be provided for them outside the daily timetabled phonics session.

### **Phonics in KS2**

The children in KS2 have phonics sessions as an intervention delivered by teaching assistants and tracked by the class teacher. Pupils will be identified as needing phonics intervention through assessment of their reading, writing and spelling. Phonics sessions in KS2 will follow all the principles and practices as set out above and in the Letters and Sounds document.

### **Classroom environment**

In the EYFS and KS1 teachers will develop phonics displays within their classroom which focus on the phonemes and key words they have been concentrating on in their phonics sessions. There will be regular opportunities for pupil's to engage with these phonics displays and activities in order for them to reinforce their learning from the daily session and for 'over learning' to happen.

### **Assessment**

Children's progress in developing and applying their phonics knowledge is carefully assessed and monitored. Children are tracked using the Letters and Sounds assessment sheets. Teachers use daily phonics sessions to monitor children's progress and assess children through their writing and reading. The Letters and Sounds assessment sheets are updated regularly and data from these sheets is analysed and used to identify gaps in pupils learning. The English Leader will collect in data from these tracker sheets each term to identify the progress children are making throughout the school.

In addition in Year 1 children will take a phonics screening check. This assessment will confirm whether individual pupils have learnt phonic decoding to an appropriate standard. If a child does not reach the appropriate standard then an additional support will be put in place in order for the child to make accelerated progress with their reading and writing.

### **Application across the curriculum**

Children will be given regular opportunities to practise and 'bump into' phonics in other areas of the curriculum and classroom environment. Children will have opportunities to use and apply their phonic knowledge in guided reading and writing sessions and in reading and writing activities across the curriculum.

### **Resources**

Each classroom will have a display of phoneme friezes and tricky words as appropriate to the year group and ability of the children. Each class will have a set of phoneme flashcards and tricky words as appropriate for the year group and ability of the children. Also, the Jolly Phonics resources including board books, Jolly phonics phoneme friezes, big books, handbooks, puppets and Jolly jingles CD are available in Early Years classes to support the children's learning and in Year 1 and 2 where appropriate. A range of phonics based reading schemes are available including Floppy's Phonics and Big Cats. Phoneme cards will be available for the children to use to support spelling during writing activities. Phonics games are available and are organised into boxes for phases 2 – 5.

