Policy:	Phonics

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Key changes/notes:
There are no changes from the previous version of this policy.

Statutory Requirement:	No
Proposed Renewal Cycle:	Two years
Proposed annual review authority:	Governing Body
Policy Section:	Governance

Let the children come to me and do not hinder them, for the kingdom of God belongs to such as these." (Luke 18:16) This policy is based upon our Christian values of thankfulness, respect, honesty, love and resilience.

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1. Aim

The aim of this policy is to establish consistent practice, continuity and progression in the teaching and learning of Phonics throughout St Mary's Primary School.

2. Organisation

High quality Phonics will be taught through a multi-sensory teaching approach. In Nursery the teaching of Phonics will directly follow the guidance set out in Phase 1 - Letters and Sounds (National Curriculum) supplemented with 'Floppy's Phonics' resources where appropriate for those children who show an early interest in reading and writing. At the start of Reception, the children will begin by learning Level 1+ sounds and practising using their blending skills to read CVC words. At Christmas the children will be assessed and if they are secure in their blending skills they will move on to following the regular Floppy Phonics lessons for Level 2 onwards. In Year One and Year Two the teaching of Phonics will follow the scheme 'Floppy's Phonics' by Oxford Reading Tree. The Phonics scheme is a lesson by lesson, systematic programme that follows a series of Phonics 'Levels'. By the end of Year Two, the expectation is that most children will be secure at Level 5, though further work will be required to ensure they have the knowledge and understanding of alternative spellings for each sound. For those children who are not yet secure at Level 5 and did not pass the Phonics Screening Check in Year Two, it will be necessary to continue with daily discrete phonics sessions in Key Stage 2.

3. Progression of sounds

All staff teaching Phonics in Early Years Foundation Stage and Key Stage One will follow this progression document:

In Reception and Year 1 sounds will be taught first with a focus on reading and then a second time with more of a focus on writing. In Year 2 onwards the focus will be joint on reading and writing.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Nursery	Level 1 Phonological Awareness	Carpet time sounds to be introduced: s, a, t, p, i, n.	Carpet time sounds to be introduced: m, d, g, o, c, k.	Carpet time sounds to be introduced: e, u, r, h (-ck to be shown to more able children).	Carpet time sounds to be introduced: b, f, l, j. (-ff, -ll, -le, ss to be shown to more able children).	Carpet time sounds to be introduced: v, w, -x, y, z. (-zz, qu, ch, sh, th to be shown to more able children).
	Reading assessments to be carried out at the end of term.					
Reception	Level 1+ sounds: s, a, t, p, i, n, m, d, g, o, c, k, -ck, e, u, r, h, b, f, -ff.	Level 1+ sounds: l, -ll, -le, -ss. Level 2 sounds: j, v, w, -x, y, z, -zz, qu, ch, sh, th, -ng.	Level 2 sounds: dge, ve, wh, cks, tch, nk. Level 3 sounds: ai, ee, -igh, oa, -oo, oo, ar, or, ur, ow, oi, ear, air, -er, er, -ue, -ue.	Recap Level 1+ sounds: s, a, t, p, i, n, m, d, g, o, c, k, -ck, e, u, r, h, b, f, -ff, l, -ll, -le, -ss.	Recap Level 2 sounds: j, v, w, -x, y, z, -zz, qu, ch, sh, th, -ng, -dge, -ve, wh, -cks, -tch, -nk.	Recap Level 3 sounds: ai, ee, -igh, oa, -oo, oo, ar, or, ur, ow, oi, ear, air, -er, er, -ue, -ue.
	Reading assessments to be carried out at the end of term.			*Reading assessments gaps and spelling assessments to be carried out at the end of term.*		
Year 1	Level 3 sounds: ai, ee, -igh, oa, -oo, oo, ar, or, ur, ow, oi, ear, air, -er, er, -ue, -ue, -ure, -ture.	Level 4 sounds: -ay, oy, ea, -ie, ow, ew, -ew, ou, ir, aw, eer, -are, -ce, -ea, o, -ed, -ed.	Recap Level 3 and 4 sounds	Level 5 sounds: a-e, e-e, i-e, o-e, u-e, au, ph.	Recap Level 4 and 5	Level 5 sounds: eigh, -ey, a, -ae, -ea, e, -ey, -ie, i, o, -oe, -ough, -eau, se, ce ci cy, sc, -st.
	Reading assessments to be carried out at the end of term.		*Reading assessments gaps and spelling assessments to be carried out at the end of term.*	*Reading assessments to be carried out at the end of term.*	*Reading assessments gaps and spelling assessments to be carried out at the end of term.* *P.S.C. in June*	
Year 2	Level 5 sounds	Level 5 sounds	Level 5 sounds	Level 5 More A sounds	Level 5 More A sounds	Level 5 More A sounds
	Reading and spelling assessments to be carried out at the end of term. *SATs Week in May*					

NB: In Nursery and Reception Phonological Awareness will be continuously covered each term.

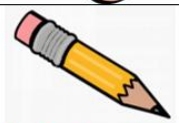
NB: Reception, Year 1 and Year 2 interventions will be carried out for any children struggling in Phonics. Year 2 will have addition interventions for children who failed their Phonics Screening Check in Year 1. Phonics will continue in Key Stage 2 for any children who have not successfully completed their Phonics programme of study.

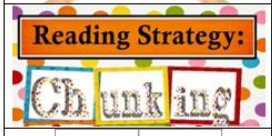
The staff in Key Stage Two will teach Phonics from the Level most appropriate for the group being taught. The groups of the lowest 20% in Key Stage One may move at a slower pace to that suggested in the Progression document, to ensure that they are learning at their speed.

4. Terminology

All staff will use the correct terminology when teaching Phonics and have high expectations of the articulation of sounds as outlined during the 'Floppy Phonics' training and teaching resources.

Key Vocabulary

	Phoneme	The smallest unit of sound in speech.
	Grapheme	A written symbol that represents sounds.
ch sh th wh ph ck ay ai ey ue ee oo ie qu ow er ew oa oe ar ur	Digraph	2 letters that together make 1 single sound e.g. ch, th, sh,
ear air ure eau igh tch ear air ure eau igh tch	Trigraph	3 letters that together make 1 single sound e.g. igh, tch, dge.
	Quadgraph	4 letters that together make 1 single sound e.g. eigh, ough.
bl br cl cr dr fl fr gl gr pl pr sc	Consonant blend	Two or more consonants blended together but they still make their own single sounds eg. sp, br, bl.

	Segment	The ability to break up spoken words into their separate sounds e.g. fish = f-i-sh.
	Blend	When individual sounds are fluently joined together to read a word e.g. sh-i-p = ship.
	Chunking	To break a word down into smaller parts.
spi der win dow tur tle	Syllables	Chunks of a word. Every syllable must contain a vowel.
exceptions interrupted excitement fascination existence miniature survived disappointment mischievous investigation germinate ingredients realization admirable	Multisyllabic	A word made up of more than three syllables.

5. Pronunciation

Pronunciation of sounds should be as modelled during the 'Floppy Phonics' training and teaching resources. See the Oxford Owl YouTube link for further illustrations: Phonics: How to pronounce pure sounds | Oxford Owl - YouTube

6. Environment

There will be consistency across Early Years Foundation Stage, Key Stage One and those groups continuing in Key Stage Two. 'Floppy Phonics' resources in each learning environment may include:

- Grapheme Frieze
- Large Alphabetic Code Poster
- Tricky Words/ Common Exception words where needed (shown on lilac card)
- Flashcards
- Table top sound mats to support spelling where needed.
- The use of Activity books where appropriate.
- Access to either the Sound books or the Online Interactive Platform.

7. Planning and Teaching

Planning will follow the discrete teaching sequence as set out in the 'Floppy Phonics' guidance from Reception onwards and will use St Mary's Phonics Planning Format. Daily discrete Phonics sessions will be taught at least 4 times a week.

Within this teaching sequence the practitioner will teach 2 sessions a day.

In session 1 they will: teach 3-5 High Frequency Words or Common Exception Words for spellings, Revisit and Review previous sounds (using the 'Floppy Phonics' Flashcards) and Teach the daily focus sound (using either the Sound books or the Interactive Platform).
In session 2 the practitioner will: Recap 10-12 sounds (using the 'Floppy Phonics' Flashcards), Practise the sound learnt in session 1 (using the Activity Books), Apply it to an activity (using either the Sound books or the children's individual Phonics Exercise Books), and when appropriate Consolidate the sounds when a group of sounds have been finished.

Each teaching session will begin with a short 2-minute speech and language warm up to ensure that the children are ready to begin their session. Where appropriate in EYFS and in the slower paced KS1 group, the cued articulation actions will be taught alongside the introduction of the single letter sounds.

8. Marking

Marking will be inline with the St Mary's marking policy.

Activity Books:
Green highlighters will be used to show when a child has read a word correctly in their Activity Books. If the word has been read incorrectly it will be left blank so that it can be looked at again later. If a child is absent on the day a sound is taught then the word *Absent* will be written in pink biro in their Activity Book on the appropriate page or box, along with the short date. Any work done during interventions should be marked with the new short date in blue biro with any words read correctly being marked off in a blue highlighter or felt tip pen. A yellow pen will be used to show correct letter formation for the children to then trace over the top or a pink biro to model how it should look.

Phonics Exercise Books:
Children will be able to use a pencil (or a purple biro in Years 1 and 2) to mark their own 3-5 High Frequency Word or Common Exception Word spelling practises with modelling from the practitioner. They can also mark their own written work related to each daily focus sound. The children will use a small tick if the have spelt it correct, or a small cross if it is incorrect, with the correction written next to it (in purple biro pen where appropriate). The practitioner must use green and pink pens to mark any sentences written and to assess the 3-5 High Frequency Word or Common Exception Word spellings on a Friday. Grammatical errors like full stops and capital letters must be marked with a pink biro so the children can go back and correct it using a purple biro before the start of the next session.

9. Assessment and Tracking.

Assessment of Phonics will be undertaken at the point of teaching during the discrete session and feedback given, where necessary. Summative assessments in reading and spelling will be taken at the end of each term and updated on the Phonics Tracking Grid. This will then be used to identify gaps that need covering again or children who need to move groups to either a higher or lower ability group. The Phonics Tracking Grid will then be shared with all practitioners who teach a Phonics group, as well as the members of the Senior Leadership Team and the Headteacher.

10. Interventions

The data collected from the Phonics Tracking grid will be used to identify which children require an intervention in either blending or specific phoneme recognition. Children who are absent when a sound is taught need to be caught up during a one-off small group or a 1:1 intervention. This intervention needs to follow the same teaching sequence as a daily discrete Phonics session would use.
Weekly Interventions will also be used when misconceptions are continually identified with blending, segmenting or with different Phonics skills needed to pass the Phonics Screening Check. These interventions will be tracked using St Mary's Provision Map with EduKey.

11. Phonics Screening Check

This is carried out during the Summer Term (June) in Year One.

Children who fail to meet the required pass mark will be supported with further Phonics interventions as well as their daily Phonics sessions in Year Two. They will re-sit the Phonics Screening Check in the Summer Term (June) of Year Two.
Staff in Key Stage Two need to be aware of those children who still haven't met the required standard by the end of Year Two so that they can be supported appropriately and have a tailored approach to reading with carefully selected texts or additional interventions. Children in Key Stage Two who have not passed the Phonics Screening Check in Year 2 will be assessed again in the Summer Term (June) of Years 3 and 4.

12. Non-Negotiables

Phonics Non-Negotiables

Timings	Books	Skills	Teaching
Phonics will be covered daily during carpet time in Nursery.	Phonics Activity Books will have plastic covers on them to keep their condition neat.	All children will be taught the skill of sounding out/segmenting using their 'sounding out hand' and all children will be expected to sound out using this method together during discrete phonics teaching and in phonic application sessions such as writing.	All children will be seated according to ability during discrete phonics teaching. The less able will be seated closest to the whiteboard (or near to available support) with the most able seated at the back.
Phonics will be taught at least 4 times a week in Reception, KS1 and KS2.	All children will be sat at a table when writing in a Phonics session.	All staff will model 'sounding out' with their left hand initially closed and with their back slightly turned towards the children. As each sound is said a finger will be raised starting with the thumb. When all the sounds have been sounded out in a word, the right hand will be used to 'draw' a straight line across each finger as the whole word is read/blended. During phonics teaching every child is expected to join in with this as it is modelled by the teacher.	Comprehension and meaning of words are also key teaching points of each phonics session.
All discrete phonics sessions will last for a maximum of 20minutes to ensure a fast pace.	Reception may start with writing on whiteboards but will progress to writing in Phonics exercise books in Summer Term 6 as transition for Year 1.		All staff will be aware of noise levels during phonics' teaching especially in shared environments such as in Nursery, Key Stage One and Key Stage 2. Children need to be able to hear in order to make good progress with segmenting and blending skills. A calm and quiet **but** engaging approach is therefore necessary to ensure that all children make good progress.
	Year 1 and Year 2 will do any writing during Phonics sessions in a Phonics exercise book.		Children must not be chosen 1 at a time to provide an answer. All children should be joining in chorally when feeding back to a practitioner.

	Both Phonics exercise books and activity books will be presented as neatly as any normal exercise book.		
	A Phonics exercise book will have the short date at the top of the page and the daily focus sound written at the top of the page.		
	Phonics activity books must have the short date written at the top of the page (or in the box of the daily focus sound for Level 5).		