

West View Primary School

Phonics Policy



Rationale

This policy outlines the teaching and organisation of Phonics at West View Primary School.

We aim to ensure a consistent and systematic approach to the teaching and learning of phonics across the school.

One of our main aims is to provide an integrated programme of phonics through speaking and listening, reading and writing.

We also aim to encourage children to implement their phonic knowledge in their wider curriculum.

We conduct daily phonics teaching sessions from Early Years- KS1 based on the model of review, teach, practise and apply. These lessons cover a variety of teaching methods including demonstration, games, singing, modelling and practical activities/resources leading to high quality phonic sessions being delivered by all staff.

The Curriculum

The teaching of phonics is based upon the curriculum guidance in the DFES Letters and Sounds document. We also use the actions prescribed in Jolly Phonics alongside this guidance to help reinforce sounds for children.

At West View we teach discrete daily phonics lessons in single phase groups. There are six overlapping phases as detailed below:

Phase 1 (Typically pre nursery and nursery)

Teaching through short guided activities, child initiated learning and environmental provision in the Nursery focussing on sound discrimination and the 7 aspects outlined in Letters and Sounds for phase 1. Oral segmenting and blending are encouraged.

To find the official 'Letters and Sounds' DfES Phase One documentation and what your child will be covering please click [here](#).

Phase 2 (Typically Reception)

Children have a daily discrete 20 minute phonics session. They will learn 19 letters of the alphabet and one sound for each. They also cover blending sounds to help read words and also segmenting words into their separate sounds. Children also learn a set of Tricky words. The children are streamed into 3 groups to ensure they are reaching their full potential and are given support as needed. Children have opportunities throughout the week to record their learning in their phonics writing books. Phonic learning is enhanced by the Reception environment and child initiated play activities.

To find the official 'Letters and Sounds' DfES Phase Two documentation and what your child will be covering please click [here](#).

Phase 3 (Typically Reception)

Children continue to have a daily discrete 20 minute phonics sessions. They learn the remaining 7 letters of the alphabet. Graphemes such as sh, ee, th are also taught representing the remaining phonemes not covered by single letters. They are also encouraged to read different types of writing such as captions and questions. The children also learn another set of tricky words. As well as this children continue to record in their phonics writing books. Phonic learning is enhanced by the Reception environment and child initiated play activities.

To find the official 'Letters and Sounds' DfES Phase Three documentation and what your child will be covering please click [here](#)

Phase 4 (Typically Reception)

Another set of tricky words are taught to the children. There are no new grapheme-phoneme correspondences during this phase. Children learn to blend and segment longer words with adjacent consonants and develop their reading and fluency skills. As well as this children continue to record in their phonics writing books.

To find the official 'Letters and Sounds' DfES Phase Four documentation and what your child will be covering please click [here](#).

Phase 5 (Typically Year 1)

Children have a daily discrete phonics session for up to 30 minutes in differentiated groups to ensure children are reaching their full potential. The children will learn more graphemes for the phonemes which they already know, as well as alternative pronunciations of the graphemes they already know. Eg ee and ea. They are also taught a final set of tricky words. Children to be ready for the end of year Phonics

screening check. They also start to become confident at apply phonics in their reading and writing.

To find the official 'Letters and Sounds' DfES Phase Five documentation and what your child will be covering please click [here](#).

Phase 6 (Typically Year 2 upwards)

Children are taught a daily spelling session of up to 30 minutes. During this phase the children focus on spelling and spelling rules. This will include suffixes and prefixes as well as dropping letters from words. Children will continue to develop fluency in their reading, and will focus on applying their phonic knowledge in their writing.

To find the official 'Letters and Sounds' DfES Phase Six documentation and what your child will be covering please click [here](#).

Interventions

We also run a number of intervention groups in KS1 to help children towards the National Phonic screening test. There are also KS2 interventions for children who have not passed the expected level of the Phonic screening check. These are all run by experienced staff following the Letters and Sounds programme.

Phonics across the Curriculum

Children are encouraged to use their phonics skills across the curriculum in all subjects and not just in their discrete phonic sessions. Also the correct modelling of the articulation of the phonemes is something all staff- both Teachers and TA's are frequently ensuring is occurring in their day to day teaching. Our teaching of phonics is supplemented in our English and Reading by the use of the [Bug Club](#) Programme both in school and at home. The school reading book system in Early Years and KS1 is also matched to the phonic phases the children are learning to further embed their phonics understanding.

Assessment

Assessment of phonics is a continuous process, with teachers keeping up to date records of the levels of their children. This can be through Early Years tracking, initiative trackers, phonics records and guided reading assessment. Staff assess children on a termly basis on a test linked to the phase they are currently working on, and the data is recorded on the school tracking system. The assessment is based on the phonic screening test children will sit at the end of year 1, where children read a number of real and nonsense words. As a school we have assessments for phases 2, 3

and 5. Year 1 children will also sit the statutory phonics screening check at the end of year 1.

Conclusion

This policy is a guideline to the teaching of Phonics at West View Primary school. To ensure the acquisition of phonics knowledge, daily practice is key but also phonic learning needs to be applied across the curriculum.

Principles of good teaching and learning in phonics are shared with our parents through workshops and opportunities to come into school and work with their children. Home support and practice is encouraged by all staff.

For further information on the teaching of Phonics please speak to a member of staff below:

Miss K Tailford-Phonic coordinator.

Mrs S McIntosh- English co-ordinator

Below is a glossary of key phonics terminology

Adjacent Consonants	Two (or three) letters making two (or three) sounds. Example: the first three letters of <i>strap</i> are adjacent consonants. Previously known as a <i>consonant cluster</i> .
Blending	Blending sounds together for reading. Children identify and blend the phonemes in order to make a word. Example: c-a-t, blended together, reads cat.
Consonant digraph	Two consonant which make one sound. Example: sh, ai, th, ph
CVC, CCVCC etc	Abbreviations used for consonant (c) and Vowel (v) consonant-vowel-consonant and consonant-consonant-vowel-consonant-consonant, used to describe the order of sounds in words. Examples: cat, ship and sheep are all CVC words. Crust and frost are CCVCC words.
Digraph	Two letters which together make one sound.

Grapheme	A letter or group of letters which represent one sound. Examples: ck, sh, igh
Phoneme	The smallest unit of sound in a word.
Segmenting	Using phonics for writing and spelling. Children listen to the word and break it down into its constituent phonemes. Example: ship can be segmented as sh-i-p
Split digraph	Two letters which work as a pair to make one sound, but are separated within the word by another letter. Example: i-e as in size or write.
Trigraph	Three letters which together make one sound. Examples: igh, air
Decodable polysyllabic words	A word with more than two syllables which is phonetically decodable Examples: chimpanzee and carnival.
Tricky Words	Words which cannot be phonetically decoded, and need to be learnt by sight or memory.