

Stretton Handley CE (VC) Primary School Phonics Policy



Intent

At Stretton Handley CE (VC) Primary school, we are passionate about ensuring all children become confident and enthusiastic readers and writers. We follow a coherently planned sequence of lessons that supports the effective teaching of phonics within EYFS, KS1 and, where appropriate, KS2. We recognise the importance of teaching a systematic, synthetic phonics programme to build children's speaking and listening skills, as well as to prepare them for learning to read quickly and skilfully. It has a high priority throughout EYFS and KS1.

Learners are systematically taught the relationship between sounds and the graphemes which represent them. The teaching approach is visual, auditory and kinaesthetic to appeal to all learning styles; therefore, increasing the likelihood of success.

In Reception, children work within Levels 2-4. Here learners are introduced to phonemes/sounds and graphemes/letters systematically. They also learn to develop and apply blending and segmenting skills for reading and writing. Within KS1, children work within Levels 5 and 6. The coherently planned sequence of lessons within Level 5 allows opportunities for children to apply their phonics knowledge and skills as the prime approach to reading and spelling. It focuses on phonetically decodable two syllable and three-syllable words and the alternative ways of pronouncing and representing the long vowel phonemes. Furthermore, children will develop their ability to attempt to read and spell increasingly complex words. By Level 6, children explore spelling patterns and grammar while also developing a breadth of knowledge, skills and understanding in the recognition and spelling of common exception words.

The Twinkl Phonics Programme intends to not only provide children with opportunities to develop the knowledge, skills and understanding essential for reading and writing, but also, to develop each child's confidence, resilience and engagement in phonics lessons and a love for reading and writing.

Implementation

The Phonics Progression Map sets clear expectations for pupil's progress within the Phonics Programme. The Twinkl Phonics Progression Map sets clear expectations for pupil's progress within the Twinkl Phonics Programme. The dynamic and engaging materials delivered in the daily planning packs within Levels 2-6 ensure a clearly defined structure to the teaching of phonics. The direct teacher-led lessons enable all learners to develop and apply new skills while also providing opportunities to further apply these skills within fun and engaging activities and through continuous provision. The teaching PowerPoints, stories, games, additional texts and toolkits are meticulously planned to allow children to apply and practise phonics skills. They also offer opportunities to challenge learners and provide support to teachers and parents. The assessment documents allow teachers and practitioners to track pupil's progress. It provides opportunities for data analysis and encourages discussions around pupil progress, group progress, future learning and misconceptions, enabling us to respond and adapt teaching within the programme to provide additional support and challenge to pupils. Teacher guides for each stage are provided to allow teachers and adults working with children to feel confident in their own subject knowledge, knowing they are fulfilling the national phonics criteria and enabling each child to achieve their potential. Phonics is delivered in a whole group format in Reception, as it enables staff to ensure application across subjects, embedding the process in a rich literacy environment for early readers. Intervention groups take place to support the needs of individuals. The children's reading books match their current phonics level. In KS1, children are streamed within their class and

taught in phonic phase groups, as more focused teaching ensures a greater likelihood of rapid progress. In KS2, for those children who need to 'catch-up', a phonics catch-up program is in place.

Phonics Progression

Level 1 (taught in Nursery/ Pre school settings)

Aspect 1 - Environment sounds: develop children's listening and awareness skills

Aspect 2 – Instrumental sounds: sound awareness and discrimination

Aspect 3 – Body percussion: awareness of sounds and rhythm. This aspect focuses on distinguishing sounds.

Aspect 4 – Rhythm and rhyme: awareness of rhythm and rhyme eg. Cat, rat, hat

Aspect 5 – Alliteration: children listen to the sounds at the beginning of words and hear differences between them

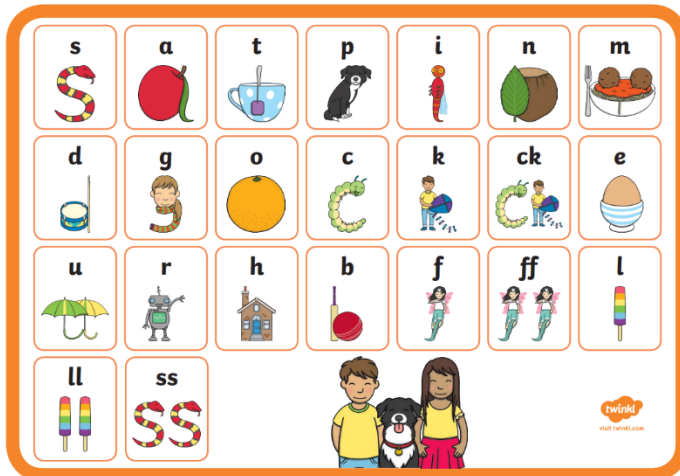
Aspect 6 – Voice Sounds: Children distinguish between vocal sounds and make different mouth movements

Aspect 7 – Oral blending and segmenting: Children listen to the phonemes and remember them in order eg c-a-t

Level 2/ Level 3

In Reception, the children focus on Level 2 and the Level 3 phonemes. The children introduced to all the Level 2 phonemes using an action and use these sounds to blend and segment words. Once the children have covered Level 2, they will begin to learn Level 3 phonemes, which includes digraphs and trigraphs. Twinkl Phonics uses sets of mnemonics, actions and songs, linking to sounds within Levels 2 and 3, to create as many multisensory hooks as possible for children learning new GPCs.

Level 2



Tricky words Level 2 (reading) : to the no go l

Level 3



Tricky words Level 3 (reading): he she we me be was my you they here all are

Tricky words Level 3 (spelling): the to no go l

Level 4

Once the children have learnt Level 2 and 3 sounds, children move onto Level 4, with the focus on reading adjacent consonants in longer words (CVCC/ CCVC/ CCVCC/ CCCVC/ CVCCC/ CCCVCC/ CCVCCC) with Level 2 and 3 sounds. They will also learn to read words with more than one syllable. The children learn to read and spell tricky words from the Level 4 list.

Tricky Words Level 4(reading): said so have like some come were there little one do when out what

Tricky words Level 4 (spelling): he she me we be was you they all are here my

Level 5

In Year 1, the children will begin by learning Level 5 sounds. They will learn that previously taught phonemes can be spoken and represented in different ways (alternative pronunciations/ alternative spellings). They finish Year One by covering how to correctly add the prefix 'un' onto words. From Level 5, spelling is embedded into the daily lessons to ensure that all children can get equal and excellent access to spelling support in school and achieve well in formal or informal spelling assessments. Following the spelling progression will ensure that children meet all the sounds that form the statutory spelling requirements in the 2014 national curriculum for both year 1 and 2.



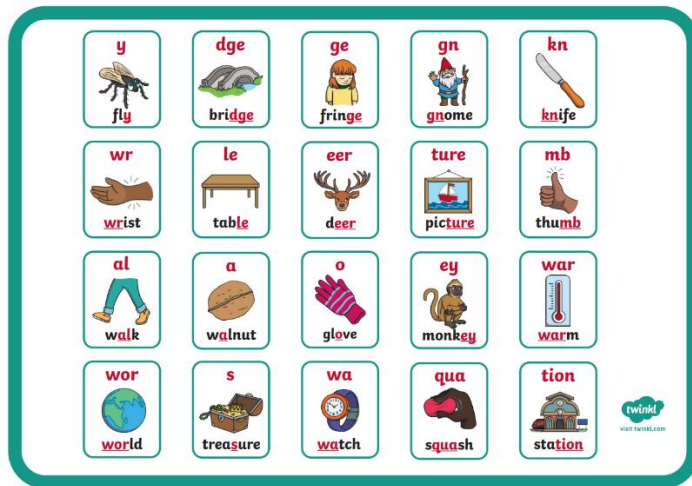
Tricky words Level 5 (reading): could should would want Mr Mrs oh their love your people looked called asked water where who why thought through work house many laughed because different any eyes friend also once please lived coming Monday Tuesday Wednesday Thursday more before January February April July August October November December door floor prince princess autumn school know baby other whole talk two

Tricky words Level 5 (spelling): said so have like come some were there little one do when what could should would want their Mr Mrs love your people looked asked called water where who why thought through work house many laughed because different any eyes friend once please lived more coming Monday Tuesday Wednesday Thursday also before January February April July August October November December.

Level 6

In level 6 children's knowledge of spelling patterns and best-guess grapheme selection is developed, they learn more alternative graphemes for known phonemes and the learn more alternative pronunciations for known graphemes. They are introduced to the /zh/ phoneme, they develop an understanding of the spelling rules for adding suffixes and prefixes and are introduced to homophones/near homophones and contractions. Children learn to spell more common exception words, learn effective writing techniques including editing and proofreading and learn more strategies to read and write independently.

Grammar is introduced as a formal part of Level 6 teaching. The grammar coverage meets the statutory expectations of the 2014 national curriculum for year 2. Grammar is taught discretely during lesson 4 each week. Children also have an opportunity to recap and apply the grammar within lesson 5, when they combine their new phonics and grammar skills into wider literacy work.



Tricky words Level 6(spelling): door floor bought favourite autumn gone know colour other does talk two four eight world work poor great break steak busy clothes whole listen build earth delicious fruit learn search famous shoe pretty neighbour England tongue group country hear dangerous special enough aunt father prove improve hour move sure sugar half quarter touch straight journey area heard early

Planning and teaching

The planning and teaching of phonics is structured, using Twinkl Phonics progression. A long-term plan has been created to ensure that children will be exposed to all sounds and have enough time to consolidate, by the time that children reach Year two.

All **daily** lessons follow the same structure:



All teachers use the same planning document, to ensure consistency. All children use books to encourage the correct formation of letters and improve presentation of handwriting to record their phonics work. In Reception, whiteboards with phoneme frames are used to support segmenting.

Letter formation

In Levels 2-6, letter formation is embedded into every lesson. As children are introduced to each letter of the alphabet in Levels 2 and 3, an opportunity to practise letter formation is built into the teach section. A letter formation rhyme linked to the mnemonic is introduced and an animated 'magic pencil' models the correct letter formation. In Level 3, children continue to practise their

letter formation when digraphs and trigraphs are introduced. Here, the grapheme mnemonics are included to prompt recall of the previously taught letter formation.

Decodable Books

All children who are accessing phonics lessons or a phonics intervention will be given a decodable book. At Stretton Handley CE Primary School, we use Collins Big Cat Phonics books, as we feel that there is a range of fiction and non-fiction books for the children to access, which broadens the children's reading diet. These books are organised into the different phases that are taught in phonics. Children will be matched accordingly to a decodable book that matches their phonics level. Children in Foundation Stage and Key Stage One are read with at least once a week using these decodable books. Children in Key Stage Two who access the phonics intervention also take home a decodable book.

Assessment

Children are assessed once a term using the phonics assessment sheet. If a child has not completed the assessment by the end of Year Two, these assessment sheets will follow the child to Key Stage Two, where the information will be used to help plan interventions. The phonics assessment sheet will be completed once a term, to monitor children's progress and help match children to the correct colour decodable book. Children who need additional support with phonics will receive ongoing assessment so that appropriate interventions can be put in place. Children in Year One must take the statutory assessment, Phonics Screening Check. Any child that does not pass the check will retake the screening in Year Two.

Supporting the lowest 20%

Regular assessment is vital to ensure the early identification of children who may need you to provide them with extra support, either through interventions or during the daily classroom teaching. These children take part in highly structured interventions, which will normally include recapping or relearning missing GPCs and tricky/ common exception words, and practising blending and segmenting skills.

Extending and challenging fast learners

Regular assessment is also vital to ensuring the early identification of children who may need to be challenged further, either through extension activities or during daily classroom teaching. Extension activities include:

- providing opportunities for faster learners to practise skills free from supervision;
- asking children to add to and improve dictated sentences;
- encouraging them to compose and write their own sentences;
- modelling and encouraging use of letter names when spelling.

The environment- Reading and Text Rich

In order to build a solid foundation for phonics, we consider early reading an essential part classroom. Within early reading, we introduce children to a range of books: both stories and non-fiction. We introduce and explore new texts and share familiar stories with children, which will enable them to develop a love of reading and sharing books. We encourage children to explore books freely both independently and with adults. As well as providing meaningful opportunities for sharing stories, a text-rich environment is also key.

Successful text-rich environments include:

- labels which also include a picture of the item(s);

- displays showing words and pictures;
- displays of children's own mark making and writing;
- a reading corner with question prompts for practitioners;
- a mark-making area;
- a role-play area including labels, books, text, and writing resources, e.g. shopping lists;
- environmental print resources that include familiar logos, signs, packaging that children will recognise.

We provide an environment that will not only enable children to become aware of the importance of text for reading and writing but will also provide a model that they will then reflect in their independent play.

Differentiation

At Stretton Handley CE Primary School, we recognise that all children are learning at different levels and rates. The class teacher groups pupils based on his/her own judgement of ability and needs.

Special Educational Needs

Children who have reading needs will be specifically identified by class teachers. Every effort will be made to obtain additional teacher support for such pupils and a work rate expectation will be set appropriate to each child's ability. Details about this extra provision (time, resources and needs) will be included on the year group provision map.

Equal Opportunities

We endeavour to ensure that every child at Stretton Handley CE Primary School has the ability to access a broad and balanced curriculum dependant on their individual need.

Impact

The impact of using our complete Twinkl Phonics Programme (including lesson packs, displays, weekly planning and parents notes), as the basis of your phonics teaching within EYFS and KS1, will be for children to develop their phonics skills and knowledge through a systematic, synthetic approach, while covering the statutory requirements outlined in the 2014 National Curriculum. The programme will prepare children for the statutory year 1 phonics screening check. Following the programme gives a consistent approach to phonics, which is clear to teaching staff and learners. Parental engagement can also be improved through the use of the parent guidance sheets.