

# Halsall St Cuthbert's C.E. Primary School



## Phonics Policy

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### **Policy Statement**

#### **Phonics Policy.**

At Halsall St Cuthbert's we have a commitment to the early, systematic and focused teaching of phonics to all children. Staff work to ensure that pupils become fluent readers by the end of Key Stage One; we believe that this is achievable through a combination of high-quality phonics teaching along with a whole language approach which promotes a love for reading.

#### **Intent**

We believe that all pupils will learn to read, regardless of their background, needs or abilities. Our phonics programme matches the expectations of the English national curriculum and early learning goals. We have clear expectations of pupils' phonics progress term by term, from Reception to Year 2, and our phonics programme aligns with these expectations. Our sequence of reading books show progression in phonics knowledge that is matched to our phonics programme.

#### **Implementation**

- We have developed staff proficiency in the teaching of phonics and reading that ensures consistency in each year group. Staff access regular CPD opportunities to equip them with the knowledge and skills needed to teach phonics.
- The assessment of pupils' phonics progress is half termly, we use phonic assessment booklets for each child, which help identify any pupil who is falling behind so that targeted support can be given immediately.
- Children have an individual phonics tracker which is used to ensure progression toward the end of level 6.
- Children from reception – year 2 have a phonics jotter they use daily, in which they record elements of their phonics learning. All jotters include sound mats to aid learning which are linked to the sounds the children are covering.
- Children behind in phonics receive a mixture of group or individual intervention. Pupils who are not secure at level 6 phonics by the end of year 2 access Fresh start phonics intervention sessions.
- Reading, including the teaching of systematic, synthetic phonics, is taught from the beginning of Reception.
- Teachers and teaching assistants have a clear understanding of how pupils learn to read.
- Teachers and teaching assistants give pupils sufficient practice in reading and re-reading books that match the grapheme-phoneme correspondences they know, both at school and at home.
- Staff read aloud stories, poems, rhymes and non-fiction that develop pupils' vocabulary, language comprehension and love of reading.
- Parents are aware of the expectations for reading and phonics practise at home. Children's home reading records are checked and monitored.

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### Impact

- All pupils, including the weakest readers, make enough progress to meet or exceed age-related expectations.
- Pupils are familiar with and enjoy listening to a wide range of stories, poems, rhymes and nonfiction.

### Twinkl Phonics

We teach Phonics using the Twinkl programme, one of the DfE approved phonic programmes. The scheme provides in depth planning and breaks this down, day by day. We use Twinkl Phonics as our systematic, synthetic phonics programme (SSP). It is high quality and robust in its purpose. With a clear, structured progression through the programme, it allows all of our pupils to meet or exceed the expected standard.

The Twinkl Phonics approach combines rigorous progression with engaging learning materials. We believe that children learn best when they are enjoying their learning and that this comes from a mix of bright, fun and engaging lesson resources within a clear and systematic approach that builds on children's skills daily. The style of the lessons are repetitive in nature and in turn providing consistency and continuity in each class and building children's confidence.

The structure of every Twinkl Phonics lesson follows a five-part structure to ensure that the four cornerstones of phonics are covered. During our phonics lessons, children will repeat the elements from the four cornerstones of phonics to ensure that they have rapid and automatic recall of GPCs and tricky/common exception words; each day, they will experience blending and segmenting activities to allow regular practice of these core skills.

#### **Lesson structure**

**Revisit & Review** - Children review previously taught GPCs and tricky/common exception words.

**Teach** - New GPC and tricky/common exception words

**Practise** - Blend and segment words using the new GPCs.

**Apply** - Read or write a caption or sentence using taught GPCs and tricky/ common exception words.

**Assess** - Assess children's learning against criteria and create an action plan.

As our reception cohort come from a variety of different nursery settings when they arrive at Halsall, staff in reception identify children's knowledge and understanding of Phase 1 with a short re cap on phase 1 based activities. The phonics programme is not delayed and phase 2 starts straight away alongside elements of phase 1 learning.

Throughout Level 1, young learners develop the knowledge, skills and understanding to use and discriminate between auditory, environmental and instrumental sounds through 7 Aspects. Level 1 is taught in the Early Years Foundation Stage and underpins learning throughout the teaching of Levels 2-6.

### **By the end of Level 1, children will have had opportunities to:**

- listen attentively;
- enlarge their vocabulary;

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- speak confidently to adults and other children;
- discriminate different sounds including phonemes;
- reproduce audibly the phonemes they hear in words;
- orally segment words into phonemes

### **Reception Pupils**

#### **The purpose of Level 2 is to:**

- teach the first 19 most commonly-used letters and the sounds they make;
- move children on from oral blending and segmenting to blending and segmenting with letters;
- introduce some tricky words for reading.

#### **Before starting this Level**

- children will have had an experience of level 1 phonics, using a wide range of listening activities including songs, stories and rhymes;
- will have had an experience of a wide range of listening activities including songs, stories and rhymes;
- can distinguish between different sounds, including speech sounds;
- may be able to orally blend and segment words; • may be able to identify some rhyming words.

#### **By the end of Level 2, children will have had opportunities to:**

- identify the phoneme when shown any Level 2 grapheme;
- identify any Level 2 grapheme when they hear the phoneme;
- orally blend and segment CVC words;
- blend sounds to read VC words, such as, 'if', 'am', 'on' and 'up'; • segment VC words into their sounds to spell them (using magnetic letters); • read the tricky words: the, to, I, no,

### **Reception pupils**

#### **The purpose of Level 3 is to:**

- introduce another 25 graphemes, including consonant digraphs, vowel digraphs and trigraphs so that children can represent 42 phonemes with a grapheme;
- continue to practise CVC blending and segmentation;
- apply their knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions.

#### **Before starting this Level, children:**

- recognise Level 2 GPCs;
- orally blend and segment CVC words as well as being able to blend and segment to read and spell CVC words and nonsense words;
- read the tricky words - the, to, I, no, go.

#### **By the end of Level 3, children will have had opportunities to:**

- say the phoneme when shown all or most Level 2 and Level 3 graphemes;
- find all or most Level 2 and Level 3 graphemes, from a display, when given the phoneme;

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- blend and read CVC words (single-syllable words consisting of Level 2 and Level 3 graphemes);
- segment and make a phonetically plausible attempt at spelling CVC words (single-syllable words consisting of Level 2 and Level 3 graphemes);
- read the tricky words - he, she, we, me, be, was, my, you, here, they, all, are & spell the tricky words - the, to, I, no, go;
- write each letter correctly when following a model

## **Reception Pupils**

### **The purpose of Level 4 is to:**

- consolidate children's knowledge of graphemes in reading and spelling words, especially digraphs and trigraphs;
- introduce words with adjacent consonants - CVCC, CCVC, CCVCC, CCCVC, CVCCC, CCCVCC, CCVCCC;
- learn polysyllabic words and learn to read and spell some more tricky words.

### **Before starting this Level, children:**

- recognise Level 2 and 3 GPCs;
- blend and read CVC words; • segment and make a phonetically plausible attempt at spelling single-syllable CVC words;
- read the tricky words - he, she, we, me, be, was, my, you, here, they, all, are & spell the tricky words - the, to, I, no, go.

### **By the end of Level 4, children will have had opportunities to:**

- give the phoneme when shown any Level 2 or Level 3 grapheme;
- find any Level 2 or Level 3 grapheme when given the phoneme;
- blend and read words containing adjacent consonants as well as segment and spell words containing adjacent consonants;
- read the tricky words - some, one, said, come, do, so, were, when, have, there, out, like, little, what & spell the tricky words - he, she, we, me, be, was, my, you, here, they, all, are;
- write each letter, usually using the correct formation;
- orally segment words into phonemes.

## **Year 1 pupils**

### **The purpose of Level 5 is to:**

- learn alternative graphemes for known phonemes;
- learn alternative pronunciations of known graphemes;
- introduce split digraphs;
- introduce suffixes and prefixes;
- learn to read and spell more common exception words.

### **Before starting this Level, children:**

- recognise Level 2 and 3 GPCs;
- blend to read and segment to spell words containing adjacent consonants;

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- read tricky words - some, one, said, come, do, so, were, when, have, there, out, like, little, what;
- spell tricky words - he, she, we, me, be, was, my, you, here, they, all, are;
- write each letter, usually correctly.

### **By the end of Level 5, children will have had opportunities to:**

- give the phoneme, when shown any grapheme that has been taught;
- for any given phoneme, write the common graphemes;
- apply phonics knowledge and skills as the primary approach to reading and spelling unfamiliar words that are not completely decodable;
- read and spell phonically decodable two-syllable and three-syllable words;
- read automatically all taught tricky and common exception words;
- accurately spell all the Level 2, 3 and 4 tricky words and most of the common exception words for reading;
- form each letter correctly;
- use alternative ways of pronouncing and representing the long vowel phonemes.

## **Year 2 pupils**

### **The purpose of Level 6 is to:**

- develop children's knowledge of spelling patterns and best-guess grapheme selection;
- learn more alternative graphemes for known phonemes;
- learn more alternative pronunciations for known graphemes;
- introduce the /zh/ phoneme;
- develop an understanding of the spelling rules for adding suffixes and prefixes;
- introduce homophones/near homophones and contractions;
- learn to spell more common exception words;
- develop their understanding of grammar rules;
- learn effective writing techniques including editing and proofreading and learn more strategies to read and write independently.

### **Before starting this Level, children:**

- give the phoneme, when shown any grapheme that has been taught;
- for any given phoneme, write the common graphemes;
- apply phonics knowledge and skills, as the primary approach to reading and spelling unfamiliar words that are not completely decodable;
- read and spell phonically decodable two-syllable and three-syllable words;
- sight-read all taught tricky and common exception words;
- accurately spell all the Level 2, 3 and 4 tricky words and most of the common exception words for reading;
- form each letter correctly;
- use alternative ways of pronouncing and representing the long vowel phonemes.

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### **By the end of Level 6, children will have had opportunities to:**

- read accurately most words of two or more syllables;
- read most words containing common suffixes;
- read most common exception words;
- read most words accurately, in age-appropriate books, without overt sounding and blending, fluent enough to allow them to focus on their understanding rather than on decoding individual words;
- sound out most unfamiliar words accurately, without undue hesitation;
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonetically plausible attempts at others;
- spell most common exception words correctly.

### **Interventions**

Children identified as not making the expected progress will be identified early and will receive additional phonics interventions either through same-day interventions or in small focus groups. For those children who are working below age-related expectations, phonics learning will not end in KS1. If, through assessment and observation, teachers have decided that a child needs further phonics intervention, Fresh start phonics is used. It is a comprehensive and scripted intervention programme, specifically designed for KS2 pupils to close the gap and develop essential reading and writing skills.

### **Reading books**

**Reception** - children are given individual reading books\* that match the phonics level they are working on. They are heard reading on a one-to-one basis every week. Guided reading sessions take place right from Reception, with the teacher using similar ability groups and mixed ability groups. Children have reading modelled daily, using a shared text or e-book. Topic work is regularly based on a chosen text. Children are encouraged to use their phonic strategies when reading in different lessons. Areas of continuous provision within the classroom encourage children to practice independent reading linked to their level of learning.

**KS1** – Pupils are given 2 individual levelled reading books: one that matches the current phonics level and one challenge book. Pupils are heard reading on a one-to-one basis every week. Progress through Key Stage 1 is recorded in Reading Records which show progression through the levelled reading scheme. Each level is secured before pupils are allowed to move on to the next band (using a 95% accuracy marker).

Guided reading is a strong feature of Key Stage 1, with an emphasis on fluency and comprehension of the texts.

Children have reading modelled daily from a shared text or e-book, either as part of the English lesson or stand-alone. From Year 1 onwards, children share a class novel with the teacher. Boxes of selected books are regularly put out for independent reading time.

\*We use a variety of phonic reading books from various reading schemes, books link to the sounds children are learning. All phonics sessions from Reception – Year 2 include a Twinkl mini book, again linking to taught sounds.

### **Year 1 Phonics Screening Check**

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In the summer term, all children in year 1 will undertake the National Phonics Screening Check. This is an assessment carried out in school during which the children are assessed on their ability to segment and blend a range of 40 real and 'alien' words. Alien words are a selection of phonetically decodable nonsense words. The words in this assessment gauge the children's understanding of the phonemes learnt and give the school the knowledge of where the gaps are. If the children are not secure in recognising, segmenting and blending these words and therefore do not pass the assessment, they are offered further support as they enter year 2 and are able to repeat the assessment in the summer term of year 2.

This assessment also allows us to put in specific and personal support for those children who require additional assistance. When a child does not meet the expected standard in year 2, then phonics teaching and learning is continued into key stage 2.

### **Phonics at home**

We value Parental involvement and feel this is key in for supporting children with their phonics progression and we aim to involve parents with pupils learning. A phonics workshop for reception parents is held and there are also phonics workshops for year 1 and year 2 parents during the year. During these sessions, staff share information on techniques and terminology to help parents feel comfortable helping their children with phonics. We also share support resources regularly via our class dojo pages and website. Phonically decodable reading books are also sent home for parents to support their child's phonics/reading. Additional phonics homework activities are sent home throughout the term. Websites links to various phonic activities available via our website and dojo class pages.

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**Governor Responsible**