



# PHONICS POLICY

## **1. WHAT IS PHONICS?**

- 1.1. Phonics is a method of teaching reading and writing where children are systematically taught the relationships between the sounds in our language and the letters used to represent those sounds. Once children have been taught which sounds are linked to which letters they are able to 'crack the code' and can confidently have a go at reading and writing anything.

## **2. INTENT**

At Our Lady's School, we believe that developing early reading skills is the gateway to success for all learning. We want all pupils to begin their journey to read with confidence and to develop a love of reading.

As a school, we aim:

- 2.1. To deliver high quality, rigorous, systematic phonics teaching through the Read, Write Inc. teaching programme, which secures the crucial skills of word reading that, once mastered, enable children to read confidently and fluently.
- 2.2. To establish consistent practice, progression and continuity in the teaching and learning of phonics throughout the school.
- 2.3. To give children a strong start in their early reading skills, ensuring that all children become confident, fluent and successful readers in order to access the wider curriculum

We aim to ensure that all pupils:

- 2.4. Decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge.
- 2.5. Read common exception words on sight.
- 2.6. Understand what they read.
- 2.7. Read with fluency and expression.
- 2.8. Write confidently, with a strong focus on applying phonics to spelling.
- 2.9. Spell quickly and easily by segmenting the sounds in words.
- 2.10. Learn letter formation and handwriting skills.

## **3. EXPECTATIONS**

Phonics sessions will:

- 3.1. Be taught every day without fail;
- 3.2. Follow the Read, Write Inc. Phonics Programme;
- 3.3. Include a speed sound lesson and a storybook activities lesson;
- 3.4. Be taught to children in groups, where children are grouped by 'stage, not age';
- 3.5. Allow children to recognise, say and write all phonemes within the Read, Write Inc. Phonics programme;
- 3.6. Give children opportunities to use their phonic knowledge to blend and segment phonetically decodable words daily;
- 3.7. Provide additional opportunities for daily oral segmenting and blending practice;
- 3.8. Give children opportunities to use their phonic knowledge to attempt to read and write more complex words;
- 3.9. Allow children to apply their phonics knowledge to spelling and writing;
- 3.10. Give children opportunities to learn new and rich vocabulary.

Teachers will:

- 3.11. Use agreed mnemonics for remembering sounds where necessary;
- 3.12. Use agreed language to support children in their phonics learning;
- 3.1.3. Clearly display resources for phonics teaching in teaching areas;
- 3.14. Be organised and prepared for phonics lessons in good time;
- 3.15. Use teacher assessment to alert the reading leader if they believe children need to be reassessed for progress;
- 3.16. Ensure that children have regular access to a range of fully decodable texts which closely match the sounds they are learning in order to apply their increasing knowledge of phonics through reading;
- 3.17. Give children frequent opportunities to apply phonic knowledge to reading and writing through cross-curricular learning and within continuous provision (EYFS and Y1).

#### 4. IMPLEMENTATION

Children begin learning phonics in our school from the time they enter our Foundation Stage. The Read, Write, Inc programme is delivered to:

- 4.1. All children in the Early Years Foundation Stage, Year One and Year Two who are learning to read and write.
- 4.2. Any pupils in Years Two, Three, and Four who need to catch up rapidly.

4.3. The RWI approach is taught considering the 5 Ps:

- Praise – Children learn quickly in a positive and encouraging environment.
- Pace – A good pace is the key to each session to ensure all children are engaged and on task.
- Purpose – Every part of the lesson has a specific teaching and learning purpose.
- Passion – All reading staff at our school are dedicated and enthusiastic in ensuring that all children become successful readers.
- Participation – high expectations that all children will participate. A coaching style, ‘partner work’ model is encouraged.

4.3. Children will learn an increasing number of Grapheme-Phoneme Correspondences (GPCs) as they progress through the Read, Write, Inc Programme. All children are taught to read sounds speedily.

Oral Segmenting and Blending Skills	Oral segmenting and blending skills will be taught from when children enter the pre-school. Children will be immersed in a language-rich, play-based environment. They will engage in a range of adult-led activities which are well matched to children’s developing abilities and interests, drawing upon observations and assessments to plan for progression. Activities will promote the skills involved with early phonological awareness including general sound discrimination, rhythm and rhyme, alliteration and oral segmenting and blending skills. Children will continue to work on these skills throughout their time in the Early Years Foundation Stage, and beyond where appropriate.
-------------------------------------	--

<p>SET 1 Sounds</p>	<p>SET 1 sounds will be taught during a child’s first term in Reception. SET 1 sounds are the single letter sounds. Most children should be secure in reading and writing the single letter SET 1 sounds by the end of the Autumn Term.</p> <p>The SET 1 sounds are: m a s d t i n p g o c k u b f e l h r j v y w z x</p> <p>Children will then learn the first 10 SET 1 Special Friends (where two letters make one sound): sh th ch qu ng nk ck ff ss ll</p> <p>Children will begin to learn how to blend independently to be able to read VC and CVC words containing these sounds. They will also learn to segment to spell VC and CVC words containing these sounds.</p> <p>Children will also learn to read and spell some high-frequency ‘red’ words which appear in the books they are reading as part of their phonics lesson.</p>
<p>SET 2 Sounds</p>	<p>Once children are confident with their SET 1 sounds, children will begin to learn the SET 2 sounds.</p> <p>The SET 2 sounds are: ay ee igh ow oo oo ar or air ir ou oy</p> <p>Children will continue to practice their blending and segmentation skills. Children will learn to read words with increasing accuracy.</p> <p>Children will continue to learn to read and spell an increasing number of high-frequency ‘red’ words.</p>
<p>SET 3 Sounds</p>	<p>Once children are confident with their SET 2 sounds, children will begin to learn the SET 3 sounds.</p> <p>The SET 3 sounds are: ea oi a–e i–e o–e u–e aw are ur er ow ai oa ew ire ear ure</p> <p>Children will learn to read longer words and multi-syllabic words containing the sounds they have learnt as they progress through the teaching of Set 3 Sounds. They will practice reading words with increasing speed for fluency.</p> <p>Children will continue to learn to read and spell an increasing number of high-frequency ‘red’ words.</p>

4.4. Read, Write, Inc. progresses through a series of colour-coded books, each progressively introducing new letters and sounds. Below, is the progression of book colours and the typical age-range that children will be exposed to them.

Each week, children will take home two reading books. The first will be the same storybook they have read in the phonics lesson in order to develop confidence, fluency and expression. The second book will be a new story, but only contain sounds taught in phonics lessons to allow children to practice and apply reading skills taught in their phonics sessions.

<b>BOOKS</b>	<b>YEAR GROUP EXPECTATION</b>
Red Ditty 1-10	Reception
Green 1-10	Reception
Purple 1-10	Year One
Pink 1-10	Year One
Orange 1-12	Year One
Yellow 1-10	Year One
Blue 1-10	Year Two
Grey 1-13	Year Two

Once children have completed and are ready to come off the Read, Write Inc phonics programme, they will be able to choose books to read at their own interest and comprehension level.

## 5. ASSESSMENT

- 5.1. In Reception and Key Stage One, all children will be informally assessed by reading teachers throughout daily lessons, and future phonics work to be planned accordingly.
- 5.2. All children will be formally assessed at the end of each half term by the reading leader.
- 5.3. Assessments will inform of children's progress in ability to:
  - Recognise and say sounds taught in phonics sessions (grapheme phoneme correspondence knowledge)
  - Segment and blend decodable words using sounds they have been taught in phonics sessions;
  - Read words and passages of text speedily (fluency)
  - Review whether children are ready to progress onto the next book colour.
- 5.4. At the end of Year One, it is statutory for all children to complete the Year One Phonics Screening Check. This takes place in June. Children who do not achieve the required standard in Year One to pass the check will need to retake the check the following year to ensure they have made good progress. Our aim is for all children to have the skills needed to pass the Phonics Screening Check in Year One.

## **6. INTERVENTIONS**

- 6.1. If the reading leader identifies a child who is making limited progress in phonics, the child will be placed onto the 'fast-track tutoring' intervention programme for daily additional, targeted support in their phonics and early reading.
- 6.2 The reading leader will talk with the school's SENCO and parents to discuss this support, and agree relevant actions for the child's My Plan if open.
- 6.3. In KS2, children who are identified as working below age related expectations and are not ready to come off the phonics programme will continue to access daily phonics lessons as well as the Fast Track Tutoring programme.

## **7. INVOLVING PARENTS**

- 7.1. The teaching and learning of phonics can only truly succeed with the support, involvement and understanding of parents. We endeavour to support parents as their child learns to read and write by:
  - Holding phonics information sessions for parents when children first start school to explain how the teaching of phonics and the Read, Write, Inc Programme.
  - Sharing virtual classroom videos with parents via the Read, Write Inc as home learning to support the learning children are doing in their phonics sessions.
  - Sending home reading books which closely match the sounds children are learning in school.
  - Giving parents resources and strategies for supporting phonics at home during parent consultations and via learning platforms such as Tapestry and the school's website.

## **8. EQUAL OPPORTUNITIES**

- 8.1. At Our Lady's we believe that all children will learn to become successful and confident readers regardless of their gender, age, ethnicity, academic or physical ability. Children are given equal opportunities to reach their full potential.

## **EQUALITY AND DIVERSITY**

*This policy has been written and reviewed with due regard to the legal duties set out in the Equality Act 2010, to ensure that no member of our school community suffers discrimination or disadvantage regardless of age, race, gender reassignment, disability, civil partnership, religion and belief (or lack of belief), pregnancy and maternity, gender or sexual orientation.*

## APPENDIX 1

### Definitions

**Phoneme** – sound made by a letter or group of letters; the smallest unit of sound in a word.

**Grapheme** – the written spelling of a sound.

**GPC** - Grapheme, Phoneme Correspondence

**Diagraph (Special Friends)** – two letters which work together to make one sound.

**Trigraph (Special Friends)** – three letters which work together to make one sound.

**Split Vowel digraph (Chatty Friend)** – two letters which work together to make a sound with another letter (a consonant) between them.

**Blending** – saying the sounds in a word one after another to read it.

**Segmenting** – breaking words down into their phonemes in order to spell them.