



Phonics Policy

Staff Responsible for Review		Date of Review (term and year)	
Headteacher Phonics Lead		Autumn 2021	
Date approved in GB Minutes		Date of Next Review	
		Autumn 2022	
Curriculum Leader's Signature	Date	Headteacher's Signature	Date
Naviella Anwar Khaleeq	Autumn 2021		

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1. Rationale

How we teach Phonics at Redbridge Primary School...

Intent

At Redbridge Primary School, we are committed to ensuring that all children in our school become confident and enthusiastic readers and writers. We aim to ensure that every child, regardless of their background, ability or needs succeeds and achieves well. We believe that phonics provides the foundation of learning to make the development into fluent reading and writing easier. Phonics is the process that ensures children have the skills to break words into a sound system, building letter and word recognition. Children learn to segment words to help support their spelling ability and to blend sounds together to read words. Once phonics is learnt and children can read fluently, and at speed, they can then focus on developing their other reading skills such as comprehension and acquiring knowledge. Fluent reading skills allow access to the whole curriculum.

Implementation

At Redbridge Primary School, we follow a validated systematic synthetic phonics programme; Essential Letters and Sounds (ELS). ELS is a method of learning which is based around letter sounds and phonics, blending them together to read and write words and using these learnt sounds in their reading and writing.

Using this structured programme, children will learn to read effortlessly so that they can then develop their comprehension skills. The sound and letter correspondence will also help our children build as their spelling skills allowing them to focus on grammar and compositional ideas in writing.

Children will learn phonics as soon as they enter school in our Foundation Stage: Daily phonic lessons become part of their everyday routine. Lessons are carefully structured in a repetitive way, to introduce new sounds.

Modelling is a hugely important part of their learning process and all the teaching staff have been trained. The phonics lead (Mrs Khaleeq) ensures that staff feel confident with the phonics programme and ensures that the quality of the delivery in school is consistent.

Children will be continuously assessed throughout each week and half term. The scheme is a 'keep up' rather than 'catch up' scheme, so teachers and LSAs will be working hard to try and ensure that all children are keeping up with the coverage. Interventions will occur in class if a child falls behind.

There are three types of intervention in ELS, they are: -

1. Oral blending
2. Grapheme-phoneme correspondence (GPC) recognition
3. Blending for reading

To help the children practise their sounds, each child will receive a reading book which matches their phonic stage. These reading books will ensure children get chance to practise the sounds they are learning, allowing them to develop speed and confidence. In addition to this, the children will also take home a 'Sound, Letter and word' card which will help them practise sounds and blending skills.

Phonics will be part of the everyday teaching routine all the way through into Year 2.

At the end of Year 1, all children are tested with the phonic screening test published by the Department for Education. These tests use real words and made up words to test each child's phonological knowledge and skills. The expectation is that all children should be able to pass this test which means they know all of their phonic sounds.

Impact

We aim to ensure that all our children have the best possible start to reading. The consistent pattern of the lessons and resources, the shared practise across the staff and regular, repetitive practice will ensure that all children will achieve. This will enable our children access to a world of reading and writing; essentials skills as the children journey into Key Stage 2.

2. The principles of ELS are based upon:

- the delivery of whole-class, high-quality first teaching with well-structured daily lesson plans
- the use of consistent terminology by teachers, children and parents
- the use of consistent resources that support effective teaching • repetition and reinforcement of learning
- regular and manageable assessment to ensure that all children 'keep up' rather than 'catch up'

For more details, refer to the 'Essential Letters and Sounds handbook

3. ELS Overview – Phase 1 to Phase 5- Refer to ELS Term-by-term Progression

Phase 1*	Phase 2	Phase 3**
<p><u>Nursery/Pre-School</u> Seven aspects:</p> <ul style="list-style-type: none"> • Environmental sounds • Instrumental sounds • Body percussion • Rhythm and rhyme • Alliteration • Voice sounds • Oral blending/segmenting 	<p><u>Reception Autumn 1&2</u></p> <ul style="list-style-type: none"> • Oral blending • Sounding out and blending with 23 new grapheme-phoneme correspondences (GPCs) • 12 new harder to read and spell (HRS) words (l, the, no, put, of, is, to, go, into, pull, as, his) 	<p><u>Reception, Spring 1& 2</u></p> <ul style="list-style-type: none"> • Oral blending • Sounding out and blending with 29 new GPCs • 32 new HRS words • Revision of Phase 2 (he, she, buses, we, me, be, push, was, her, my, you)
Phase 4**	Phase 5 including alternatives and lesser-known GPCs	Beyond Phase 5
<p><u>Reception Summer 1 & 2</u></p> <ul style="list-style-type: none"> • Oral blending • No new GPCs • No new HRS words • Word structures – cvcc, ccvc, ccvcc, cccvc, cccvcc • Suffixes • Revision of Phase 2 and Phase 3 <p><u>Year 1 Autumn 1</u></p> <ul style="list-style-type: none"> • Revision of phase 3 and 4 • 2 new GPCs • 9 new *HRS words (they, all, are, ball, tall, when, what, said, so, have, were, out, like, some, come, there, little, one, do, children, love) 	<p><u>Year 1 Autumn 2</u></p> <ul style="list-style-type: none"> • Introduction to Phase 5 for reading • 20 new GPCs • 16 new HRS words <p><u>Year 1- Spring 1</u></p> <ul style="list-style-type: none"> • Revision of previously taught Phase 5 GPCs • 2 new GPCs • 9 new HRS words <p><u>Year 1 Spring 2</u></p> <ul style="list-style-type: none"> • Alternative spellings for previously taught sounds • 49 new GPCs • 4 new HRS words • Oral blending • Revision of Phase 2, Phase 3 and Phase 4 HRS words- (oh, their, people, Mr, Mrs, your, ask, should, would, could, asked, house, mouse, water, want, very, please, once, any, many, again, who, whole, where, two, here, sugar, friend, because) 	<p><u>Year 1 Summer, Year 2 and Key Stage 2</u></p> <ul style="list-style-type: none"> • With ELS, phonics teaching does not stop at the end of Year 1, but continues as children move through the school, with links being made between their GPC knowledge and spelling • Revision of all previously taught GPCs for reading and spelling • Wider reading, spelling and writing curriculum <p>Year 2- Children who passed their phonics screening in Year 1 will focus on Spelling rules- follow the RWI Programme</p> <p>Year1- Children who achieve a score between 38-40 in their mock screening test will join Year 2 for RWI.</p>

*(HRS)- Harder to read and spell words

*Phase 1 of Letters and Sounds (2007) can be used in Nursery/Pre-School settings before starting ELS in Reception and can still be used throughout the school day in Reception. However, direct phonics teaching – the teaching of sounds, graphemes, word reading and vocabulary – must start from the very beginning of Reception.

**Phase 3 of ELS covers more than just the Phase 3 graphemes – we introduce some challenge from Phase 4 (in the form of adjacent consonants) alongside the Phase 3 teaching to extend children’s sounding out and blending skills.

4. Teaching

Foundation Stage - In Foundation Stage (nursery and reception) children have a daily discrete phonics teaching input lasting approximately 15/20 minutes. Phase 1 of Letters and Sounds (2007) can be used in Nursery/Pre-School settings before starting ELS in Reception and can still be used throughout the school day in Reception. However, direct phonics teaching – the teaching of sounds, graphemes, word reading and vocabulary – must start from the very beginning of Reception.

After Autumn 1, children's phonic abilities are assessed and they are grouped according to the acquisition of these skills. The areas of provision provide opportunities for children to consolidate and apply phonic skills taught, 1:1 and small group reading sessions are used to reinforce these skills. Pupils in Nursery who are ready for Phase 2, will join the current reception class to support them develop their blending and segmenting skills.

Key Stage 1 - Children in KS1 are grouped within class according to their phonic needs. They receive a structured daily programme lasting for approximately twenty minutes. It is our aim that most pupils in Y1 will reach phase 5 by spring 1. Pupils who are working at phase 5 + in Year 2 will also be taught the spelling rules, using RWI Programme. This programme will also be reinforced within elements of their main literacy lesson. Pupils in Year 2, who did not pass their phonics check screening in Year1, will join the current year 1 class to support them develop their blending and segmenting skills.

Key Stage 2 - Children in key stage 2 continue to receive further phonic input where appropriate and we aim to deliver phonic sessions to address the needs of these pupils. This is discussed in conjunction with the class teacher, key stage and phonics lead.

5. Planning

At Redbridge Primary School, we:

- follow the weekly planning overview given in 'Essential Letters and Sounds', broken down day by day, adding suggested words sentences that can be used in sessions.
- follow a planned programme, building on previous learning to secure progress (Revisit, teach, practise and apply)
- plan fun, exciting, visual and interactive games and activities.
- ensure lessons are engaging and motivating
- teach phonics daily during the morning when children are more attentive.
- plan group teaching across year groups
- ensure planning provides the opportunity for children to reinforce and apply acquired phonic knowledge and skills as they progress through their phonics.
- ensure children progress in developing and applying their phonic knowledge through formative assessment.
- stream and differentiate the lessons to provide for the needs of all children.

6. Resources

We offer a range of resources for staff to make full use of indoor and outdoor. Both parents and teachers, can use the free resources online to help support the phonics programme. Resources for 'Letters and Sounds' (2007) can be used to support the teaching of ELS.

7. Extra-Curricular Activities

We offer Phonics club for children in Years 1 and 2 (Spring term) to support their progress in developing and applying their phonic knowledge. In addition to this, we offer a 'Phonics Fun club' for children who are new to the county.

8. Classrooms

In order to support children's progress in developing and applying their phonic skills, each class in EYFS and KS1 should have the following;

- a. A copy of the 'Essential Letters and Sounds' document.
- b. Phonics assessment booklet for each child.
- c. Interactive phonics wall.
- d. Sound mats.
- e. Tricky/HRS words on display
- f. Sound families on display.

9. Assessment and Recording

Summative Assessment is carried out once every half term to assess the children's knowledge and to determine appropriate groupings as well as progress towards the phonics screening check. It gives a good overview of the phases children are working at, where to pitch whole class/group teaching and to fully explore particular children and their strengths and needs and who require additional interventions. In addition to this, we use the analysis grid (QLA) to assess how the class has performed in the phonics screening check. Upon completing the assessment sheet, the data is then transferred onto OTrack. This will enable the teachers to identify children that have not made any progress from the previous term. A phonics intervention is completed, highlighting actions required to help the children reinforce and apply acquired phonics knowledge and skills to progress through their phonics.

Formative Assessment is carried out on a daily basis during the session through questioning and writing on whiteboards, providing instant assessment. Groups are fluid to ensure children can be placed in the group that is appropriate for them.

The results of the summative assessments are reported back to the SLT/phonics Lead and Governing Body.

10. Skills and Cross-Curricular Approach

We do not see phonics as a standalone subject. In school we recognise the impact good phonics teaching can have on children learning to read and write. Children are exposed to a wide variety of books and texts to encourage their love of reading. The home reading books are linked directly to the phase the children are working within so that children can practise, at school and at home, their increasing knowledge of GPCs and their blending skill in meaningful context. We encourage children to apply their phonic knowledge when reading and writing in all subjects.

11. Inclusion & Equal Opportunities

Phonics teaching is made accessible to as many pupils as possible and adjustments to the programme will be made as required. Teachers will liaise with the literacy Lead and SENCO in order to analyse how children with specific needs respond to the teaching of phonics. It is the role of the teacher to ensure that every child in their class has equal and balanced access to the teaching of phonics and to ensure that it is differentiated appropriately.

Teaching should:

- be at a suitable pace for the child, through a programme which is much slower than for their typically developing peers
- be daily, with well-paced, well-planned lessons that are engaging and motivating
- take full account of the child's individual strengths, weaknesses, knowledge and understanding, and profile of needs

12. Parental Involvement

It is of vital importance that regular home-school contact occurs if the delivery of a structured and rigorous phonics scheme is to succeed. As such parents will have the opportunity to:

- discuss the individual progress of their child with the class teacher;
- attend Parents workshops where they can learn more about the teaching of phonics;
- ensure the children practise their 'Letter, Sound and Word' card at home.
- attend training at the beginning of each term to support them with ideas for continuing the teaching of phonics in the home;
- be regularly informed of their child's targets and level for reading.

13. The role of the Phonics Lead

The following roles are ways in which the Leader can contribute to the schools' success:

- Support, motivate and advise.
- Deliver and model exemplary lessons with matched impact on the children's progress.
- Coach colleagues to ensure a consistently high standard of teaching in all classes.
- To monitor and assure the quality of teaching and learning for Phonics in line with the policy. This may include lesson observations, monitoring of planning and scrutiny of pupils work and assessment data, modelling of outstanding lesson delivery and inset.
- To ensure that all the children receive regular home reading books and 'Letters, Sounds and words' cards and feedback on how to improve.
- To review long term planning to ensure subject coverage, progression in

Phonics.

- To regularly carry out monitoring, planning and display to quality assure progress and outcomes
- Liaise closely with the other key stage and subject leaders to ensure continuity and progression across the Key Stages.
- To monitor the standards of progress and outcomes.
- Monitor the quality of teaching and learning and secure improvement where needed.
- Evaluate pupils' progress, achievement and attainment and report to the Senior Management