

Phonics Policy

January 2024

Clowne Infant and Nursery School



Healthy School



Eco-Schools

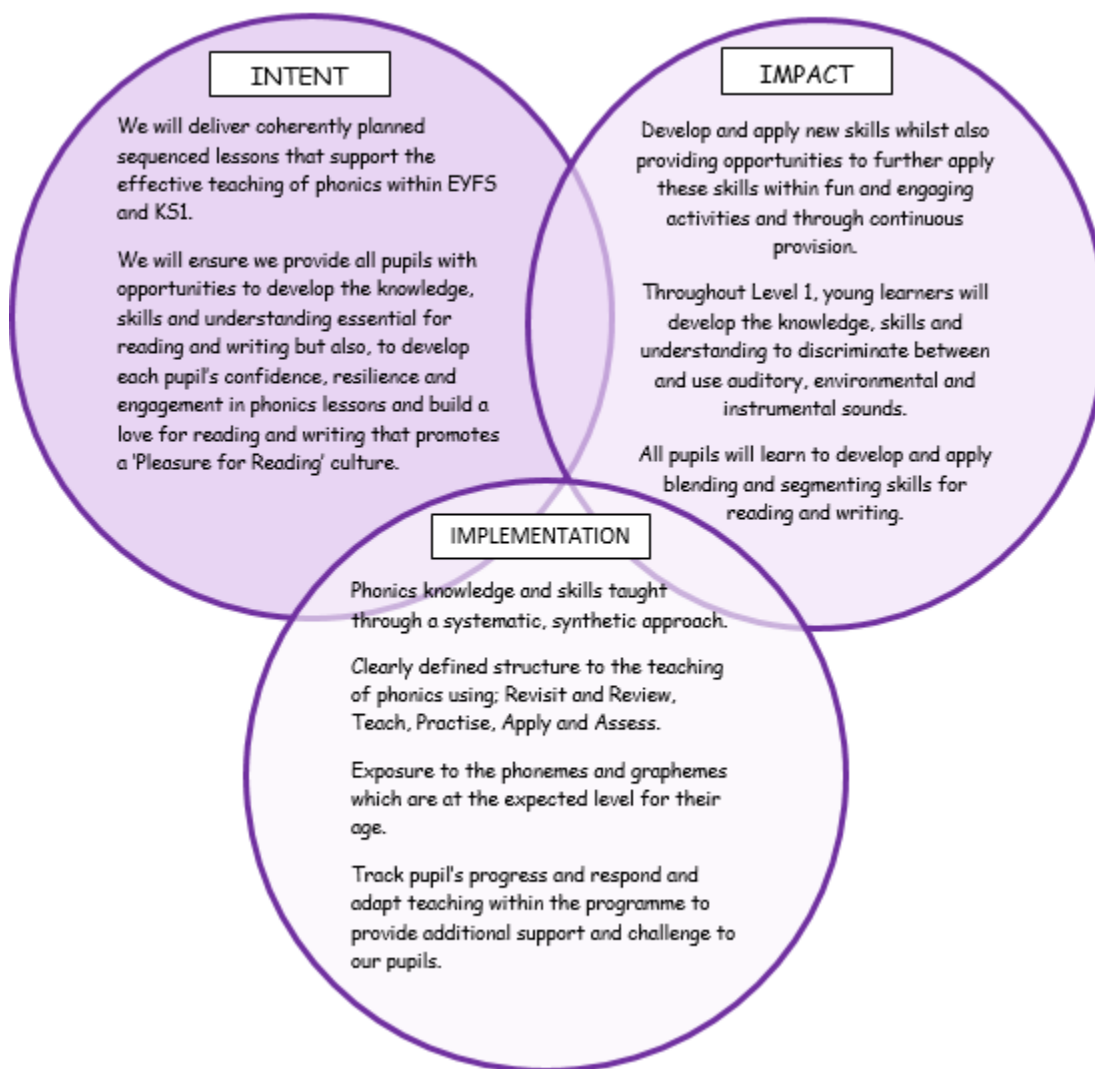


Our Mission Statement

At Clowne Infant and Nursery School our aim is to take our children on a journey of discovery by creating meaningful learning experiences to develop a broad range of skills and foster a love of learning.

Intent:

At Clowne Infant and Nursery School we intend for all of children to become successful, fluent readers by the end of Key Stage One and believe this is achievable through a combination of strong, high quality, discrete phonics teaching combined with a whole language approach that promotes a 'Reading for pleasure' culture.



Intent: What are we trying to achieve?

- To provide consistent, high quality phonics teaching, through the delivery of Twinkl Phonics Systematic Synthetic Phonics (SSP).
- To ensure the teaching of synthetic phonics is systematic and progressive throughout Foundation stage and Key Stage One to support phonetic knowledge and understanding.
- To ensure that children have secure phonetic knowledge, understanding and skills so that they can decode words confidently and apply this when reading and writing.
- To enable children to apply their phonic knowledge in their reading and writing across the whole curriculum.
- To ensure children have specific strategies to identify and decode common exception words (tricky words).
- To encourage our children to read for enjoyment and recognise that this starts with the foundations of acquiring letter sounds, segmenting and blending skills.
- To acknowledge that children need to be taught the key skills in segmenting and blending to be equipped with the knowledge to be able to complete the phonics check at the end of year 1.
- For our children to develop a love of reading and enjoy reading for pleasure confidently across a range of genres.

Implementation:

At Clowne Infant and Nursery School, we deliver Phonics through the Twinkl Phonics Systematic Synthetic Phonics (SSP) Programme. We deliver coherently planned sequenced lessons that supports the effective teaching of phonics within EYFS and KS1.

Phonics is taught daily to all children in EYFS and KS1. Within reception, phonics sessions will increase in length over the year. By the end of reception, children spend about an hour a day consolidating previous learning, learning new content and practising and applying what they have learnt. This will consist of a mixture of carpet time and follow-up activities. Phonics will also form part of their continuous provision for children to access following their discrete phonics lesson. In year 1 and 2, phonics lessons will last an hour each day.

The structure of every Twinkl Phonics lesson follows the five-part structure; Revisit and Review, Teach, Practise, Apply and Assess 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.

Throughout Level 1, young learners develop the knowledge, skills and understanding to discriminate between and use auditory, environmental and instrumental sounds. Level 1 is taught in the EYFS and runs throughout the teaching of phonics Levels 2-6. 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.

Progression

Nursery

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

- listen attentively;
- enlarge their vocabulary;
- 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

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, 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;
- 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.

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

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

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.

Working walls provide visual stimulus for children to refer to during and beyond the daily Phonics learning. The working walls help children to foster independence, provide previous learnt graphemes and 'tricky words' and display weekly key learning.

Phonetically decodable reading books (Rhino Readers) are matched to the children's phonic level. We use these books as both individual and guided reading books to teach reading alongside phonics. We also give our children phonics-based activities to take home at the appropriate level, these include parent information sheets which are sent home weekly. This helps to consolidate what has been taught in school and encourages a cohesive whole-school approach.

All Year One children will take the 'Phonics Screening Check' – a statutory assessment required by legislation. Those who do not meet the pass mark will be given support and intervention programmes in Year Two to provide them with sufficient knowledge and understanding to re-take the screening check and obtain a pass mark.

Teachers use the Twinkl Phonics planning and tweak it as necessary for their class following observations in lessons or using data collected through assessment points. Teachers understand that good phonics teaching should be integral across their teaching of all subjects.

The use of Phonics Tracker in our school allows our staff to track pupil's progress, to provide 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 our children. Children identified as needing additional support will receive this through a carefully planned intervention timetable.

Impact

- Children will make progress through the different Level of phonics in line with Year Group expectations and make progress from their own individual starting points.

- Children will become confident and resilient in tackling unfamiliar words by applying learnt knowledge and skills to segment, blend and read words which are real and nonsense.
- Children will demonstrate high levels of engagement in phonics and will apply their phonetical knowledge when reading and writing and use the working walls to assist them when needed but become increasingly independent in this process.
- Children will have an increased recognition of tricky words and high frequency words when reading and apply these when writing.
- Children with SEND will develop phonic skills and knowledge and they will develop their ability to apply this across the curriculum which will help to prepare them for the next stage in their education.
- Children in Y1 will sit the Phonics Screening Check in the summer term. Children who do not pass the Phonics Screening Check in Y1, will re-sit this in Y2.

Expectations

In Reception by the end of Autumn term it is expected that children will have completed Level 2 and be able to segment and blend words containing the Level 2 graphemes.

In Reception by May it is expected that children will have completed Level 3 and be able to segment and blend words containing the Level 2 and Level 3 graphemes.

In Reception by July it is expected that children will have completed Level 4.

In Year 1 it is expected that children will have completed Level 5 by the end of July and are able to segment and blend words for reading and spelling which contain the Level 2, 3, 4 and 5 graphemes.

In Year 2 it is expected that children will have completed Level 6 by the end of July and are able to apply the rules for adding prefixes and suffixes to words.

Assessment

In Nursery, children will be assessed in line with the learning objectives/outcomes of each aspect. This is a personalised individual approach and considers observations and assessments from children's independent play, involvement in group work and phonic lessons.

In Reception and KS1 we assess pupil progress using phonics tracker online assessments at the end of every half term. Children are assessed on their knowledge of GPCs and tricky/common exception words to establish their phonic level. Blending and segmenting assessments are also carried out to ensure that children have the skills securely in place for reading and spelling.

At the end of the Reception year the children are asked to read the first 20 words of the phonics screening check.

In Year 1 children complete practice phonics screening check papers in November, February and April to identify any gaps in learning.

Supporting the Lowest 20% Achievers

Regular assessment is carried out to ensure the early identification of children who may need us to provide them with extra support, either through interventions or during daily classroom teaching. As soon as we identify any child who is struggling to succeed in phonics, the provision will be put into place to close the gap.

Extending and Challenging Fast Learners

Regular assessment is also carried out to ensure the early identification of children who may need us to challenge them further, either through extension activities or during daily classroom teaching.

Inclusion (See SEND policy)

At Clowne Infant and Nursery School we ensure all pupils are treated as individuals and Phonics is adapted to meet individual needs. The way in which Phonics is adapted is personal to each individual pupil, but may include considering the classroom organisation, teaching materials, adult support or by expected outcome.

Pupils on the Special Educational Needs & Disability register, including those on Educational Health Care Plans along with targeted pupils may have specific Phonics related targets where a priority is appropriate.

Home Learning Expectations

Parental involvement is key in the acquisition of phonics and supports us in developing a cohesive whole-school approach. A phonics workshop for reception parents is held in the autumn term and there are two phonics workshops for year 1 and year 2 parents during the year. During these sessions, we will be sharing information on techniques, such as saying pure sounds and blending. We will also share support resources regularly, such as the parent information sheets, as these can help ensure that parents and carers are using the same strategies at home as the children are learning in school. Phonically decodable reading books are also sent home for parents to support their child's phonics/reading.

Monitoring and review

The monitoring of standards of the quality of children's work and the quality of teaching is the responsibility of the subject co-ordinator, team leaders and senior management. The subject co-ordinator is responsible for supporting colleagues, identifying training needs, staying informed about current developments in the subject and for providing a strategic lead and direction for the subject in school.

The Headteacher allocates time to the subject co-ordinator so that they can review the quality of teaching and learning, track curriculum coverage and set appropriate targets in order to further improve Phonics throughout school. Observations and learning walks are carried out during the school year to ensure high quality and effective teaching is taking place consistently across the school.

A named member of the schools Governing Body is briefed to oversee the teaching and learning in Phonics and communicates with the subject lead throughout the year. The subject leader is responsible for creating and carrying out an action plan, based around the current needs of Phonics in school each year.