

## **Phonics policy**

### What phonics looks like at Christ Church C of E Primary school.

An independent review of the theory of early reading was undertaken by Jim Rose in 2006. It highlighted the importance of teaching phonics in a systematic and discrete way. Here at Christ Church we follow these principles and strategies to help children get off to the best start on their reading journey.

Phonics is taught through the Government's 'Letters and Sounds' programme and is delivered throughout school in a clear, consistent and structured way. Letters and Sounds is split into 6 phases and lessons follow an agreed format where children recap previous learning, learn a new 'sound', practise reading and writing the new sound and then apply this new learning in an activity.

### Aims and objectives

To teach children aural discrimination, phonemic and rhyme awareness

To teach all 44 graphemes of the English language for reading and writing

To teach children to segment and blend

To teach strategies for and promote good spelling

### E.Y.F.S.

In EYFS phonics is taught in a discovery based way through a range of speaking and listening activities, exploring sounds in the environment and words. Building upon children's speaking and listening skills, the children learn how to blend the sounds together to read and take them apart for spelling (segment). Phonics teaching starts once the children have settled into their class with Phase 1. Teaching is both teacher led and woven throughout the day as opportunities arise.

Children are taught Phases 2, 3 and 4 during teacher led groups during the Reception year using a range of resources and activities, ICT and games to engage their interest. During 'child initiated' sessions there are options available to the children to apply their developing phonic skills as well as guided reading sessions.

### KS1

In years 1 and 2 daily, 20 minute systematic phonic teaching continues in whole class and small group sessions. Phases 4 and 5 are taught in year 1 and phase 6 in year 2. Some children need additional help with earlier phases before moving on to phase 4+

The same format of 'recap, teach new, practise and apply' is followed utilising a range of resources and activities.

Reading books are closely matched to their developing phonic knowledge to support fluency and reading skills. Handwriting sessions are linked to phonics,

using Kinetic Letters

### Year 3-6

Where children are not secure in using phonics, a rigorous catch up programme is delivered as an intervention. At Christ Church we use 'No Nonsense Phonics' as a phonic intervention three times a week.

### Assessment

Children are assessed every half term to identify the sounds (termly in early years) they need to learn and on their ability to blend the sounds together to read words. Their progress is tracked carefully and the children are grouped with similar learners.

In year 1 there is a National Phonic Screening check which is a compulsory assessment that checks pupils have learnt phonic decoding to the appropriate standard. It is administered in the Summer term to all year 1 pupils and to year 2 pupils who did not reach the standard in year 1. The check involves reading 40 words- 20 real and 20 pseudo, using phonic decoding skills. Parents are informed of the outcome.

### Resources

A range of resources and activities are used to engage the children including games, flash cards, books, ICT, sentence strips. There is opportunity for independent use of resources during child initiated sessions and during challenge time.

### Environment

Displays of relevant graphemes and words in line with children's current learning, including the day's new learning.

A language rich environment with notices, prompts and signs in indoor and outdoor areas

Access to phonic books and early reading books

Access to phonic games and activities

### Parents/ homework

Parents are invited to a workshop at the start of the academic year to introduce parents to how phonics is taught and how they can support their children at home.

Phonic based homework will be sent home where parents can help children practise skills learnt in the classroom.

Teachers offer additional ideas and strategies to parents as required. Resources may be sent home to be used to practise a skill.

## Appendix

Order phonemes are taught

Phase 2-

s a t p i n m d g o c k ck e u r h b f ff ll ss

Phase 3-

J v w x y z zz qu ch sh th ng ai ee igh oa oo oar or ur ow oi ear air ure er

Phase 5-

Ay ou ie ea oy ir ue aw wh ph ew oe au a-e e\_e i\_e o\_e u\_e

## Key vocabulary

Phoneme- a single unit of sound

Grapheme- a letter or number of letters that represent a sound in a word

Digraph- two letters that make one sound

Trigraph- Three letters that make one sound

Split digraph- a\_e, e\_e, i\_e o-e, u\_e where a digraph is split by a consonant. It then becomes a split digraph

Blend/ blending- this is where every grapheme is sounded out and then 'blended' together to read the word. 'c-a-t' = 'cat'

Segment- sounding out every grapheme that is heard to write a word.

'Bird' = ' b-ir-d'

Sound buttons- children draw a spot / dash under every grapheme

d-o-g                  dash                  chimp

. . .                  . . \_                  \_ . . .

Robot arms- children move their arms in a robotic manner to show every grapheme.

## Monitoring and review

The monitoring of this policy is the responsibility of the Phonics coordinator in conjunction with the Literacy (English) Coordinator. It will be reviewed annually.

J.Smith

Next review: April 2018

