



Phonics Policy

This policy was ratified: October 2020

And will be reviewed: October 2023

Signed by Headteacher: Samantha Welsby

Aims:

The National Curriculum 2014 states that 'high-quality phonic work' should be taught systematically and discretely as the prime approach used in the teaching of early reading. At Newbold and Tredington C of E Primary School, we follow the Letters and Sounds programme. Phonics progression involves decoding, oral sounding, blending, GPC, blending to read for fluency.

1. ORGANISATION

1.1 Using Letters and Sounds, discrete daily teaching of Phonics will take place in Reception and Key Stage 1. Beyond the discrete daily lesson, the children will have decodable reading books to take home that match the phonics taught.

1.2 Teachers will plan all sessions, meeting regularly with LSAs to discuss pupils' progress throughout the phases.

1.3 Phonics provision must be fully inclusive. Phonics must be delivered as a whole class session. Delivery should follow revise-teach-practise-apply approach. LSAs to support as directed by class teacher. Sound buttons must be used. Correct terminology (as per the Letters and Sounds appendix) must be used by staff and children.

1.4 Reception will cover phases 1-4. Year 1, phases 4 and 5 and Phase 6 will be taught in Year 2. In KS2, children will continue with discrete phonics sessions where extra support is needed. Children in Year 2 onwards will be taught spelling rules as set out in the National Curriculum. Terminology linked to phonics, such as sound buttons, will continue to be used throughout the school.

3. ASSESSMENT

3.1 Assessments will be updated regularly on the phonics progress tracking sheet (Appendix 1). Children in Year 1 (and Year 2 children who did not pass the screening in Year 1) will be assessed in the style of the phonics screening to prepare them.

3.2 Children requiring extra support will be identified and an intervention will be put in place. Children requiring further support should be discussed with the SENDCO.

3.3 The teacher will meet with the SLT to discuss pupil progress and attainment.

Appendix 1: Phonics tracker

NEWBOLD & TREDINGTON C of E PRIMARY SCHOOL
PHONICS RECORD

NAME: DATE OF ADMISSION:

DATE OF BIRTH: YEAR OF ADMISSION:

PHASE 1	DATE ACHIEVED
Aspect 1 – Can the child recall sounds they have heard?	
- discriminate between the sounds	
- describe the sounds they hear	
- describe what they see (p14)	
- identify different animals and initiate their sounds	
- make up sentences to talk about sounds	
- join in activities and take turns to participate	
- listen and respond as instrument is played	
- can remember and repeat a pattern	
- discriminate and reproduce loud and quiet sounds	
- can start and stop playing at the signal	
- match sounds to their sources	
- joins in with words and actions to familiar songs	
- articulates words clearly	
- copies sounds and actions	
- keep in time with the beat	
- make up patterns of sounds	
- can group sounds according to different criteria (e.g. loud, quiet, slow, fast)	
- sing/chant rhyming string with adult	
- recognise that the words rhyme	
- copy a rhythm	
- keep to the beat	
- make a series of words that rhyme	
- identify initial sounds in words	

- reproduce the initial sounds clearly and recognisably	
- make up own alliterative phrase	
- can name objects beginning with same sounds	
- discriminate between sounds and match objects correctly	
- can articulate speech sounds clearly	
- sustain listening throughout a story	
- remember sound sequence and produce it	
- recognise their own voice and each others including recorded work	
<i>Aspect 7 – Oral Blending & Segmenting</i>	
- blend phonemes and recognise the whole word	
- can say the word and identify the object	
- blend words that begin with the sane initial phoneme	
- segment words into phonemes	
- can identify the number of phonemes in a given word	

PHASE 2	DATE	CAN	ACHIE
s			
ss			
a			
t			
i			
p			
n			
c			
k			
ck			
e			
h			
r			
m			
d			
g			
o			
u			
l			
ll			
f			
ff			
b			
Can find correct letter in response to a letter sound being spoken			
Can orally blend and segment cvc words			
Can blend and segment in order to read and spell (using magnetic letters) VC words e.g. am, on, ip, ug			
Can read tricky words e.g. the, to, I, no, go			

PHASE 2

NAME:	GRAPHEMES	READING DATE
--------------	------------------	---------------------

og		
ab		
liss		
pim		
ket		
hin		
reb		
nud		
cag		
meck		

PHASE 2 READING

PHASE 3 SPELLING

<i>Words</i>	<i>Reading</i> Date Achieved (Month & Year)	<i>Spelling</i> Date Achieved (Month & Year)
a		
an		
as		
at		
if		
in		
is		
it		
of		
off		
on		

can		
dad		
had		
back		
and		
get		
big		
him		
his		
not		
got		
up		
mum		
but		
<i>[put (north)]</i>		
<i>tricky words</i>		
the		
to		
I		
no		
go		
into		

PHASE 3	DA TE	CA N	AC HI
j			
z			
zz			
w			
v			
y			
x			
ai			
oa			
ie			
ee			
or			
ng			
oo			
oo			

ch

sh

th

qu

ou

oi

ue

ar

er

igh

ur

ow

ear

air

ure

Can find graphemes from Phase 2 & 3 from a display

Can blend and read CVC words

Can hear the sounds in CVC words

Can spell CVC words

Can read tricky words, he, she, we, me, be, was, my, you,
her, they, are

Can spell tricky words, the, to, I, no, go

Can write each letter correctly when following a model

Knows the names of all the letters of the alphabet

PHASE 3

NAME:	GRAPHEMES	READING DATE
dar		
zort		
sair		
kear		
veng		
jigh		
quoam		
doit		
gax		
hish		
koob		
fowd		
chee		
yurk		
waiber		
thorden		

Words	<u>Reading</u> Date Achieved (Month & Year)	<u>Spelling</u> Date Achieved (Month & Year)
will		
that		
this		
then		
them		
with		
see		
for		
now		
down		
look		
too		
<u>Tricky Words</u>		
he		
she		
we		
me		
be		
was		

you		
they		
all		
are		
my		
her		

PHASE 4	DATE ACHIEVED	
Be able to read CVCC words		
Be able to read	- CCV	
	- CCVC	
	- CCVCC	
	- CCCVC	
	- CCCVCC	
Be able to read segment and spell CCVC words		
Be able to read tricky words: some, one, said, come, do, so were, when, have, there, out, like, little, what [Refer to detailed record sheet and give <u>M</u> for <u>most</u> or <u>A</u> for <u>all</u> – otherwise leave blank]		
Be able to spell tricky words: he, she, we me, be, was, my you, her, they, all, are [Refer to detailed record sheet and give <u>M</u> for <u>most</u> or <u>A</u> for <u>all</u> – otherwise leave blank]		
Forms each letter usually correctly [Refer to detailed record sheet and give <u>M</u> for <u>most</u> or <u>A</u> for <u>all</u> – otherwise leave blank]		

NAME:	GRAPHEMES	READING DATE
plood		
grint		
theest		
dreet		
bamp		
fowsping		
skarb		
shreb		
spunch		
kelf		
pronk		
glorpid		

PHASE 4 READING

PHASE 5 SPELLING

<i>Words</i>	<i>Reading</i> Date Achieved (Month & Year)	<i>Spelling</i> Date Achieved (Month & Year)
went		
it's		
from		
children		
just		
help		
<i>Tricky Words</i>		
said		
have		
like		
so		
do		
some		
come		
were		
there		
little		
one		

when		
out		
what		

PHASE 5/6

PHASE 5 New graphemes	DA TE	CA N	AC HI
ay			
ou (as in out)			
le (as in tie)			
ea (as in bead)			
oy			
ir			
ue (as in glue OR rescue)			
aw			
wh			
ph			
ew (as in grew OR pew)			
oe			
au			
i_e			
o_e			
u_e			
a_e			
e_e			

PHASE 5 cont.	DATE ACHIEVED
Can write the set of common graphemes for any given sound	
Can apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words that are not completely decodable	
Can read and spell phonically decodable two syllable and three syllable words	
Reads automatically <u>all</u> the words in the list of 100 high frequency words	
Can accurately spell <u>most</u> of the words	
Can form each letter correctly and join most digraphs and trigraphs	

PHASE 5 READING

PHASE 6 SPELLING

<i>Words</i>	<i>Reading</i> Date Achieved (Month & Year)	<i>Spelling</i> Date Achieved (Month & Year)
don't		
old		
I'm		
by		
time		
house		
about		
your		
day		
made		
came		
make		
here		
saw		
very		
put (<i>south</i>)		
<i>Tricky Words</i>		
oh		
their		
people		
Mr		

Mrs		
looked		
called		
asked		
could		

Phase 6

Suffixes

- ed	
- ing	
- er	
- est	
- ful	
- ly	
- y	
- s	
- es	
- ment	
- ness	

Understand the rules for adding suffixes

Any comments: that this child has difficulty with a particular rule.

If base word ends in 'e' which is part of a split digraph drop the 'e' if the suffix begins with a vowel (hope = hoping; like = liked). Keep the 'e' if the suffix begins with consonant (hope=hopeful, safe = safely)

If base word ends in 'y' and preceded by a consonant change 'y' to 'i' and add suffix (happy=happiness, happier, baby-babies; carry-carries, carried).

If base word ends in single consonant letter preceded by a single vowel letter the suffix begins with a vowel, double the consonant letter (hop=hopped, hopping, run = running, runner)

<p>Comments about this child's ability to spell challenging words.</p> <p><i>(do they check, use a dictionary, sound it out, do they break it down, do they write it down, do they use their imagination etc)</i></p>	
<p>What strategy do they tend to use:</p>	
<p>Syllables (break word into smaller parts)</p>	
<p>Base word (apply rules to base word)</p>	
<p>Analogy (use a word I know to help me)</p>	
<p>Mnemonics (e.g. make a sentence out of letters)</p>	