



Benhurst Primary School Policy Statement



'Only my best is good enough for me'

Policy	Phonics Policy
Implementation Date	September 2017
Review Date	September 2019

Rationale

The use of phonics is one of the many skills needed to be able to be a reader and writer. The learning of phonics is the beginning of children's body of knowledge, skills and understanding that are an important part of learning to read.

Aims

We aim to teach high quality phonics to ensure the children have the best start possible in reading and writing. Good quality phonics teaching allows the child to be secure in the skills of word recognition and decoding which allows children to read fluently. This will result in children being able to read for pleasure and will allow them to move onto developing higher order comprehension skills.

Objectives

- To have a greater understanding of the relationship between phonemes and graphemes (GPC)
- To develop reading skills for blending and segmenting
- To apply phonic knowledge for blending to read words leading to reading for pleasure
- To apply phonic knowledge for segmenting to write words leading to writing for pleasure
- To teach phonic skills systematically across KS1

Inclusion

All children will have equal access to the phonics curriculum regardless of race, gender, class, religion or ability. Teachers should ensure that they offer a broad and balanced curriculum, which enables all children to develop skills at their own level. Care will be taken to avoid material which presents gender or racial stereotyping.

Special Needs

Where there is an identified special need in respect of phonics, teachers will be responsible for planning a structured programme of work to facilitate the development of the individual concerned.

The class teacher must offer the child as much help as possible. The SENCO may support in the diagnosis of the child's difficulties, giving the child the benefit of one to one or small group teaching and the expertise and special needs materials at her disposal.

Assessment

Informal assessment should be continuous and based on structured observations by the teacher. Comments should be informative and should focus on strategies and skills the child uses. This should inform planning indicating the next steps in learning.

Formal assessment of phonetical knowledge takes place on a half termly to termly basis to ensure progress is maintained. Further phonic assessments are carried out in KS2 if it is felt there is a need for some individuals.

Across each year group in KS1, children are streamed into differentiated groups according to their phonic knowledge and placed in the group that best supports their development. Children will move between groups dependent on their phonic ability and progress.

Phonics Scheme

We use Ruth Miskin Read Write Inc as a basis for our Phonics teaching and incorporate letters and sounds along side this. We have a structured whole school approach to the order in which we teach phonemes. This includes a structured programme in teaching the Year 1 and Year 2 common exception words and spellings from the programme of study.

We:

- ensure all our staff are trained to deliver high quality phonics sessions
- follow a planned systematic programme building on previous learning to secure progress
- teach phonics daily for a minimum of 20 minutes focusing on reviewing, reading, writing and applying
- reinforce and apply acquired phonic knowledge and skills as they progress through the stages with a clear programme of learning
- adapt planning to ensure the development and application of phonic skills, following assessment
- operate additional target groups for children who need additional support

Phase 1 (Typically Nursery/ Reception)

Teaching focussing on sound discrimination and the 7 aspects outlined in Letters and Sounds for phase 1. Oral segmenting and blending are encouraged.

Phase 2 (Typically Reception)

Children have a daily discrete 20 minute phonics session. They will learn 19 letters of the alphabet and one sound for each. They also cover blending sounds to help read words and also segmenting words into their separate sounds. Children also learn a set of Tricky words. Children have opportunities throughout the week to record their learning through child initiated learning opportunities. Phonic learning is enhanced by the Reception environment and child initiated play activities.

Phase 3 (Typically Reception)

Children continue to have a daily discrete 20 minute phonics sessions. They learn the remaining 7 letters of the alphabet. Graphemes such as sh, ch, th are also taught representing the remaining phonemes not covered by single letters. They are also encouraged to read different types of writing such as captions and questions. The children also learn another set of tricky words. Children have opportunities throughout the week to record their learning through child initiated learning opportunities. Phonic learning is enhanced by the Reception environment and child initiated play activities.

Phase 4 (Typically Reception)

Another set of tricky words are taught to the children. There are no new grapheme-phoneme correspondences during this phase. Children learn to blend and segment longer words with adjacent consonants and develop their reading and fluency skills. Children have opportunities throughout the week to record their learning through child initiated learning opportunities. Phonic learning is enhanced by the Reception environment and child initiated play activities.

Phase 5 (Typically Year 1)

Children have a daily discrete phonics session for up to 20-30 minutes in differentiated groups to ensure children are reaching their full potential. The children will learn more graphemes for the phonemes which they already know, as well as alternative pronunciations of the graphemes they already know. Eg ee and ea. They are also taught a final set of tricky words. They also start to become confident at apply phonics in their reading and writing.

Phase 6 (Typically Year 2 upwards)

Children are taught a daily spelling session of up to 20-30 minutes. During this phase the children focus on spelling and spelling rules. This will include suffixes and prefixes as well as dropping letters from words. Children will continue to develop fluency in their reading, and will focus on applying their phonic knowledge in their writing.

Lesson Structure

This lesson should be fast, fun and multisensory. Each lesson will follow a clear sequence as follows:

Introduction - The teacher will explain to the children what they will be learning today and get them enthusiastic and motivated for the session.

Revisit and review - The children will play a quickfire game to practise something they have learned before and help build their confidence.

Teach - The children will be taught a new phoneme/grapheme or a new skill - this will be taught in a fun multisensory way and may well involve: songs, actions, pictures, puppets, writing giant letters in the air.

Practise - The children play fast, fun games to practise the new thing they have just learned.

Apply - The children will have a quick go at reading or writing sentences that involve the new thing they have just learned.

Teacher Assessment - The teacher will assess the session and use this to inform future planning. Each of these sections lasts a few minutes at most.

Phonics across the Curriculum

Children are encouraged to use their phonics skills across the curriculum in all subjects and not just in their discrete phonic sessions. Also the correct modelling of the articulation of the phonemes is something all staff- both Teachers and TA's - are frequently ensuring is occurring in their day to day teaching. The some sections of the school reading book system is also matched to the phonic phases the children are learning to further embed their phonics understanding.

Conclusion

This policy is a guideline to the teaching of Phonics at Benhurst Primary School. To ensure the acquisition of phonics knowledge, daily practice is key but also phonic learning needs to be applied across the curriculum. The principles of good teaching and learning in phonics are shared with our parents through workshops.

Phonics policy to be reviewed 2019

Appendix 1

Table of Phonic Terminology

Adjacent Consonants	Adjacent Consonants Two (or three) letters making two (or three) sounds. Example: the first three letters of strap are adjacent consonants. Previously known as a consonant cluster.
Blending	Blending sounds together for reading. Children identify and blend the phonemes in order to make a word. Example: c-a-t, blended together, reads cat.
Consonant digraph	Consonant digraph Two consonant which make one sound. Example: sh, ai, th, ph
CVC, CCVCC	Abbreviations used for consonant (c) and Vowel (v) consonant-vowel-consonant and consonant-consonant-vowel-consonant-consonant, used to describe the order of sounds in words. Examples: cat, ship and sheep are all CVC words. Crust and frost are CCVCC words. Digraph Two letters which together make one
Digraph	Two letters which together make one
Grapheme	A letter or group of letters which represent one sound. Examples: ck, sh, igh
Phoneme	The smallest unit of sound in a word.
Segmenting	Using phonics for writing and spelling. Children listen to the word and break it down into its constituent phonemes. Example: ship can be segmented as sh-i-p
Split digraph	Two letters which work as a pair to make one sound, but are separated within the word by another letter. Example: i-e as in size or write.
Trigraph	Three letters which together make one sound. Examples: igh, air
Decodable polysyllabic words	A word with more than two syllables which is phonetically decodable Examples: chimpanzee and carnival.
Tricky Words	Words which cannot be phonetically decoded, and need to be learnt by sight or memory.