



# Summerbank Phonics Policy



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## Our Curriculum Intent

At Summerbank Primary Academy, we love reading. We strive to ensure that all children become successful and fluent readers by the end of Key Stage 1. We believe this is achievable through a combination of strong, high quality, discrete phonics teaching combined with a literature-rich approach that promotes a 'love of reading'. We aim for all of the children at Summerbank to leave school at the end of Key Stage 2 with a genuine passion for reading and to have obtained all of the skills they need to tackle any book of their choosing.

By teaching Phonics, we aim:

To establish consistent practice, progression and continuity in the teaching and learning of phonics throughout the school with a focus on quality first teaching.

- To ensure that systematic synthetic phonics is the first approach pupils use to help with their reading and spelling.
- To have robust assessment procedures to check progress and identify pupils in need of intervention.
- For pupils to apply their phonic knowledge in their reading and writing across the whole curriculum.
- For pupils to develop a love of reading and enjoy reading for pleasure, confidently across a range of genres.

## Roles and responsibilities

The **Phonics Curriculum Leader** is responsible for:

- Preparing policy documents and guidance for phonics.
- Monitoring the learning and teaching of phonics, providing support for staff where necessary.
- Ensuring the continuity and progression through the school
- Helping to develop colleagues' expertise in phonics
- Organising the deployment of resources and carrying out an annual audit of all related resources.
- Liaising with teachers across all phases.
- Liaising with the SENCO about support for pupils with SEND.
- Communicating developments in the teaching of phonics to all teaching staff and the SLT as appropriate.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities.
- Ensuring common standards are met for recording and assessing pupil performance.
- Collating assessment data and setting new priorities for the development of phonics in subsequent years.

The **classroom teacher** is responsible for:

- Acting in accordance with this policy.
- Ensuring the pupils' phonics needs are met at the appropriate stage.
- Planning lessons effectively, using the identified scheme/resources.
- Providing displays that support children's phonic development and application.
- Liaising with the Phonics leader about resources and support for individual pupils.
- Monitoring the progress of the pupils in their class and reporting this to parents on an annual basis.
- Undertaking any training that is necessary to effectively teach phonics

The **SENCO** is responsible for:

- Organising and providing training for staff regarding the curriculum for pupils with SEND.
- Advising staff on how best to support pupils' needs.
- Advising staff on the inclusion of phonics in pupils' individual education plans (IEPs).
- Advising staff on the use of TAs to meet pupils' needs.

## **Phonics Objectives**

- For our children to learn to read and write all 44 graphemes in the English language.
- To encourage the use of segmenting and blending so that decoding skills provide a solid foundation for reading, writing and spelling.
- To ensure children have specific strategies to identify and decode common exception words (tricky words).
- To ensure that the teaching of phonics is lively and interactive.
- To encourage children to apply their phonic skills in all curriculum areas.

## **Subject Content**

### **What is Phonics?**

- Phonics is the knowledge of how alphabetic sounds work and how these sounds are combined to correspond to the spoken word.
- It includes the skills of blending for reading and segmentation for spelling.
- Blending is the skill of building words by merging phonemes together, this is used when reading words.
- Segmentation is breaking down a word into its component phonemes, this is used when spelling words.
- A phoneme is the smallest unit of sound in a word. It is generally accepted that there are 44 different phonemes in the English language. In phonics the children are taught each of these phonemes and the alternative graphemes (different ways of writing) these phonemes.

- A grapheme is the written symbol of a phoneme; some phonemes are written with two letters – these are called digraphs. Some phonemes are written with three letters – these are called trigraphs.
- Split digraphs are two letters that make one sound, but the letters are not adjacent in a word (they are split by another letter).
- High frequency words (or tricky words) are words which children are unable to read using their phonic knowledge. These are taught as a whole word.

## **Planning for Teaching & Learning**

### **Phonics in Nursery**

In Nursery, the children follow the Phase 1 Letters and Sounds. Lessons take place daily and last for 5-10 minutes at the start of the year- but this increases as the children's listening and concentration skills improve. In Nursery, the children are at different levels of development, so those who need additional support, are targeted during free play. Intervention sessions are also delivered in small groups. Phonic sessions take a range of forms, including whole group rhyme time, listening games using environmental sounds and instruments, whiteboard activities, oral blending and alliteration, lots of adult modelling and reading and listening to stories. As well as discrete sessions, phonics is modelled and supported throughout all activities during the day.

### **Phonics in Reception and Year 1**

In Reception and Year 1 'Story Time Phonics' programme is followed. Story Time Phonics is an inclusive synthetic, whole-class phonics reading and writing programme based on Letters and Sounds, for all children learning to read and write. The lessons are all contextualised through the use of a 'real' book. Each sound is taught through a real story book and has an action linked to the story, so children remember and relate the sound directly to the book. The sounds are consolidated with a range of engaging activities, sending children on a multisensory journey where learning phonics has a real purpose.

Initially, the children all attend the phonics sessions together but are then grouped according to ability, to allow for specific areas of need to be met. In both Reception and Year 1 Phonics sessions are taught discretely for at least 30 minutes a day. Lessons take many forms and are designed to be interesting and exciting for the children. These may include interactive whiteboard activities, phonic games, phonic fairy activities, reading key words and writing words/sentences on individual whiteboards. Children who require further support are also provided 1:1 or small group reinforcement sessions.

#### **Reception:**

As children move into Reception they continue to build upon the listening activities and are introduced to Phase 2 which marks the start of systematic phonic work. Grapheme-phoneme correspondence is introduced. The process of segmenting whole words and selecting letters to represent those phonemes is taught writing the letters to encode words. Phase 3 completes the teaching of the alphabet and then moves on to cover sounds represented by more than one letter, learning one representation for each of the 44 phonemes. At this stage just one grapheme (spelling) is given for each phoneme. When children become secure they continue into Phase 4 where they start to read and spell words containing adjacent consonants. No new phonemes are introduced at this phase.

Year 1:

It is expected that children will enter Phase 5 as they begin year 1, broadening their knowledge of graphemes and phonemes for use in reading and spelling. They will learn new graphemes and alternative pronunciations for these and graphemes they already know, where relevant.

### **Phonics in Year 2 to 6**

It is expected that children entering Year 2 will start Phase 6 which develops a variety of spelling strategies including homophones (word specific spellings) e.g. see/ sea, spelling of words with prefixes and suffixes, doubling and dropping letters where necessary. Also the accurate spelling of words containing unusual grapheme-phoneme correspondences e.g. laughs, two.

The children who did not meet the required standard for the check in year 1 enter again in year 2 with additional support. As children enter KS2 provision is made for those children still requiring daily phonics. The children follow 'Phonics 4 Life', a phonics programme that uses EAL pedagogy at its roots, and includes the use of oral work, questioning, collaboration and kinaesthetic learning all based within recognisable, meaningful contexts.

### **Classroom Environment**

In the EYFS and KS1 teachers will develop phonics displays within their classroom which focus on the phonemes and key words they have been concentrating on in their phonics sessions, including phoneme cards and tricky words and the shared stories. These will be added to daily with the lists of words generated by the children and the tricky word sentences. There will be regular opportunities for pupils to engage with these phonics displays and activities in order for them to reinforce their learning from the daily session and for 'over learning' to happen. All EYFS and KS1 classrooms will have a display of phoneme friezes and tricky words as appropriate to the year group and ability of the children. Each class will have a set of 'Phonic Fairy' phoneme flashcards and tricky words as appropriate for the year group and ability of the children. The Tricky word Troll puppet will be used during phonics lesson to support learning and keep the children engaged.

In reception and year 1, phonics based activities will be placed in the continuous provision environment for the children to access during child chosen time. Children will access these independently or with adult support.

### **Equality and SEND**

All of our pupils will have equal access to phonics lessons and resource available. Throughout the school, phonics is a priority for all of our children. All efforts are made to support children with their learning, focusing on specific gaps in learning. Pupils with special needs will be identified and work within their individual level. If needed, they will have an individual action plan and work with support under the direction of the class teacher and SENCO. A range of techniques are used to support these 1:1 or small group sessions, including flash cards, games, stories and online resources.

## Assessment and Reporting

Children's progress in developing and applying their phonics knowledge is carefully assessed and monitored using an ongoing **Summerbank Phonics Assessment document**- which moves on with the children year on year.

### Children working at Phase One

Children working within this phase are assessed through observation. Evidence is gathered by practitioners from interactions with children through the day e.g. during Storytime, questioning, in Continuous Provision

### Phonics Phase 2 to 5

Assessment of Phases 2 to 5 should be undertaken 1:1 once every half term. This does not need to be at the end of the half term - if a cycle finishes mid-way through, the children should be assessed before they start the next cycle. Teacher assessment should be ongoing throughout the cycle to ensure all children are being sufficiently challenged and work planned accordingly. The Phonic Leader will collect in data on the **class overview tracker** at the end of each term to identify the progress children are making throughout the school.

### Year 1 Phonics Screening Check

In the summer term, all children in Year 1 will undertake the National Phonics Screening Check. This is an assessment carried out in school during which the children will be assessed on their ability to segment and blend a range of 40 real and 'alien' words. Alien words are a selection of phonetically decodable nonsense words. The words in this assessment will gauge the children's understanding of the phonemes learned and give the school the knowledge of where the gaps are. If the children are not secure in recognising, segmenting and blending these words and therefore do not pass the assessment, they will be offered further support as they enter Year 2 and will be able to repeat the assessment in the summer of Year 2. This assessment also allows us to put in specific and personal support for those children who require additional assistance. If a child does not meet the expected standard in Year 2 then phonics teaching and learning will be continued into Key Stage 2. At this point, the child will also be monitored by the SENCo to assess for additional needs.

## Resources

### Storytime Phonics

Each class in Reception and Year One has their own set of Storytime Phonics resources. Classroom staff should ensure these are maintained in good order.

### Phonics for Life

There is a central 'master box' of resources for Phase 3 and Phase 5, this is kept in the main staff room. Electronic copies of the resources in the boxes can also be accessed on 'staff docs'. Any resources taken from the master sets should either be duplicated or returned immediately after use.

## **Monitoring and Review**

This policy will be reviewed every two years by the Phonics Leader and Headteacher. Any changes made to this policy will be communicated to all members of staff.

All members of staff directly involved with teaching phonics are required to familiarise themselves with this policy.

The next scheduled review date for this policy is July 2023.