

**‘We aspire to develop active and responsible global citizens’**

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| **Phonics Policy****2022** |

Headteacher: Mrs D Clarke

Chair of Governors: K Coleman ……………………………………..

Signed copy in school office

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Review biannually

**Introduction**

At Buckminster Primary, we teach systematic synthetic phonics using the validated Essential Letters and Sounds scheme. Children are taught to read letters or groups of letters by saying the sound(s) they represent. Children can then start to read words by blending the sounds together to make a word. Children are taught to apply the skill of segmenting words into phonemes to spell and that blending and segmenting is a reversible process. We do this through a 20-minute teaching session per day in Reception, year 1 and year 2 alongside integrating phonics in cross curricular activities throughout the day.

**Intent**

* 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 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 phonics 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.

**Implementation**

We work through six phases from Reception to Year Two. Phonics instruction continues in Year Three and beyond for children who have been identified as needing additional phonics teaching. Phonics is also present in all cross curricular learning.

**Phase One** is consolidated during the first few weeks of children settling into reception and continues discretely throughout key stage 1 as required.

Essential Letters and Sounds consists of six phases to be delivered from Reception to Year 2.

**Phase Two** - This begins in the first few weeks in Reception. The purpose of Phase Two is to move from oral blending and segmenting to blending and segmenting with graphemes (written phonemes). The children will learn 19 letters and should be able to read and write words with three sounds e.g. cat, tip, rock.

**Phase Three** - Continues in Reception. The children will learn 25 more sounds including digraphs (two letters that make one sound e.g. sh) and trigraphs (three letters that make one sound e.g. air). The children will continue to practise how to blend and segment along with learning to read and write two syllable words. The children also begin to learn the letter names alongside the sound. Children should have learnt all 44 phonemes and graphemes by the end of Autumn term in Reception.

**Phase Four** - Continues in Reception to the end of the Reception year. The purpose of Phase Four is to practise children’s knowledge of sounds and to read and spell words with adjacent consonants that contain four sounds e.g. skip, boost, float. Children should be Phase Five ready by the time they leave Reception.

**Phase Five** - This begins towards the end of the Reception year and into the first few weeks of Year One. Children will learn alternative ways of spelling the sounds e.g. ‘oi’ in coin and ‘oy’ in boy. Children will practise spelling a range of two and three syllable words phonetically. Children should be ‘Beyond phase five’ ready by the time they leave Year One. This is then reviewed again during the Autumn term.

**Beyond Phase Five** - This begins in Year Two through SPAG (spelling and grammar) in English lessons alongside Phase five phonics lessons. Children apply their phonic knowledge to recognise and spell complex words. They read increasing numbers of high frequency words independently and automatically. They also learn spelling conventions e.g. when using past tense, adding suffixes. Please note that the teaching of phonics does not stop after Year Two. It continues rigorously throughout all lessons and key stages from reception to KS2.



Long Term Planning and Progression



Consistent Approach

Commitment to the ‘Essential Letters and Sounds’ programme is imperative. Everyone in the school follows the same programme, using the same terms and tracks progress in the same way to ensure pupils do not fall through any gaps. Consistency is key so that children are given a clear approach from all staff and year groups so that children retain learning and working memory is not overloaded. The following methods should be used:



Assessment

Formative assessment should be occurring in daily phonics sessions and children should be given appropriate challenge at the correct phonics level. Children are taught in a whole class approach. Interventions can happen swiftly during the apply section. Children who are falling behind should be quickly identified and strategies put in place to ensure they catch up through extra intervention.

Summative assessment using the ‘Essential Letters and Sounds’ assessment should be used every half term (usually during week 5) and this should be used to inform planning and raise any concerns with senior leaders.

Phonics screening practise tests should occur at the end of each half term. The results of these will be discussed at Pupil Progress Meetings.

Decodable Books

 Children practise early reading with fully decodable books that: -are matched to phonic knowledge and which do not require use of alternative strategies. -are closely matched to the phonics phases. -are decodable at the child’s current level and not mixed with non-decodable books for independent reading. -include a small number of ‘HRS’ (hard to read and spell) words which have been taught. -are continued in the progressive sequence of ‘Essential letters and sounds’ phases until a child can confidently decode words involving most common grapheme representations of all phonemes.

 If you would like further support and information please see Debbie Clarke, phonics lead.