



Raleigh
Infant Academy

Phonics Policy

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Introduction

Raleigh Infant Academy strives to ensure that all children become successful, fluent readers by the end of Key Stage One and believe this is achievable through a combination of strong, high quality, discrete phonics teaching combined with a whole language approach that promotes a 'Reading for Pleasure' culture.

The Rose Report (2006) emphasised high quality phonics as an important part of the word decoding skills required by children to develop higher level whole language and comprehension skills. This approach is in alignment with our belief that we first 'learn to read' and then 'read to learn'.

Bold Beginnings November 2017 stated that "All primary schools should: make sure that the teaching of reading, including systematic synthetic phonics, is the core purpose of the Reception Year." This policy is aimed at reinforcing a consistent, high quality approach to the teaching of phonics across the Early Years Foundation Stage, (EYFS,) and into Key Stage One.

Intent

- To teach children aural discrimination, phonemic awareness and rhyme to aid reading, writing and spelling development.
- To encourage the use of segmenting and blending so that decoding skills provide a sound foundation for reading, writing and spelling.
- To ensure the teaching of phonics is lively, interactive and investigative.
- To enable children to use phonic awareness across the curriculum.
- To ensure that children know the 44 phonemes within the English language.
- To teach children to recognise the graphemes within words and associate them with the appropriate phoneme when reading.
- To provide children with strategies to identify and decode 'tricky words.'

Implementation

At Raleigh Infant Academy, we follow the '**Letters and Sounds**' document's principles and practice across the EYFS and Key Stage One – this is supported by using a wide range of **Letters and Sounds** resources to support the effective delivery of phonics lessons by catering for all children's needs.

- To provide consistent, high quality phonics teaching that ensures all children have a strong foundation upon which to tackle the complex processes of reading and writing.

- To ensure that the teaching of synthetic phonics is systematic and progressive throughout the foundation stage and key stage one.
- To ensure that children have sound phonetic knowledge, understanding and skills so that they can decode words confidently and engage with higher order reading and writing skills.

Implementation Foundations for phonics in Nursery

- We provide a balance of child-led and adult-led experiences for all children that meet the curriculum expectations for 'Communication and language' and 'Literacy'.

These include:

- sharing high-quality stories and poems o learning a range of nursery rhymes and action rhymes
- activities that develop focused listening and attention, including oral blending and attention to high-quality language.
- We ensure Nursery children are well prepared to begin learning grapheme-phoneme correspondences (GPCs) and blending in Reception.

Daily phonics lessons in Reception and Year 1

- We teach phonics for 30 minutes a day in reception and 40 minutes a day in year 1.
- In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday, we review the week's teaching to help children become fluent readers.
- Children make a strong start in Reception: teaching begins in Week 2 of the Autumn term.
- Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.
- Children in Year 1 review Phase 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

Daily phonics lessons in Year 2

- We teach a daily Phonic / Spelling lesson for 40mins
- In the Autumn term Phase 5 is revisited alongside phase 6. This is planned in accordance to the current learning needs of the cohort.
- Autumn and Spring – Daily lesson is spelling lead with aspects of phase 5 revision

Each Phonics lesson for YR and Y1 includes the following sections:

Part of session	Learning	Language used by adults
Revise	Overlearn the previous graphemes and words	Old Learning
Teach	Introduce a new grapheme / phoneme words	New Learning
Practise	Develop GPCs (grapheme phoneme correspondence) read and spell new words	Practising our new learning
Apply	Use the new graphemes / words in games and activities to secure knowledge.	Using our learning to help us read
Assess	Monitor progress within each phase to inform future planning	Reviewing our learning
Paired Reading	10mins using fully decodable books that are read for the week	Using our learning to help us read

- In addition there maybe a need for a whole class 'Phonics Boost' session. This will depend on the needs of current cohort. This is an extra session that takes part in the afternoon to embed prior teaching.

Daily Keep-up lessons ensure every child learns to read:

*Assessment takes place daily within every phonic lesson. Children identified by the class teacher / teaching assistant who maybe in 'danger of falling behind' are identified and 'Incidental Intervention' takes place the same day.

*Incidental intervention is a short session using the same resources and revisits the learning from the current class lesson, providing children with an opportunity to embed their current learning in smaller 1:1 focused steps.

- Any child who needs regular additional practice has regular 'Phonic Intervention sessions' a minimum of 3 times a week. Class assessments identify the children's next learning steps and the same resources are used. The sessions focus on smaller but repetitive steps to revisit and secures their learning.

* If any child in Year 3 to 6 has gaps in their phonic knowledge when reading or writing, we plan phonics 'catch-up' lessons to address specific reading/writing gaps. These short, sharp lessons last 5 minutes and take place at least three times a week.

Teaching reading: Reading practice sessions take place daily

- We teach children to read through daily reading practice sessions.
- A **paired reading** session takes place daily using fully decodable reading books
- The session takes place at the end of a phonic session to allow children to apply their phonic learning to their reading. Children are placed in matched reading pairs and read phonetically matched reading books.
- The 'Application of phonics to reading' is monitored by the class teacher and Teaching Assistant, who rotate and work with pairs or groups on a regular basis.
- Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on the following reading skills:
 - * decoding
 - * prosody: teaching children to read with understanding and expression
- In Reception these sessions start in Week 4. Children who are not yet decoding have daily additional blending practice in small groups, so that they quickly learn to blend and can begin to read books.
- In Year 2 and 3, we continue to teach reading for any children who still need to practise reading with decodable books.

Statutory assessment

- Children in Year 1 complete the Phonics Screening Check. Any child who does not achieve the pass rate will resit the Phonics Screening Check in Year 2.

Classroom Environment

- In each class there is phase appropriate Phonics display, concentrating on both sounds and key words that the children are currently learning. Phonics mats are available in every lesson to support children's early reading and writing across the curriculum.

-In EYFS, the displays should reflect the letters and sounds that the children have been taught. This working wall will be updated daily. Phonics games will be out in the provision. Phonics mats are readily available in all areas. The outdoor learning environment provides multiple opportunities to consolidate learning and both the indoor and outdoor environment is rich with print.

Working in partnership with parents / carers

*Children take home a individual reading book to share at home with parents. This is currently a scaffolding book and will be replaced with phonetically decodable books once 'Wandle Letters and Sounds Synthetic Phonics programme' is running within the academy.

*Children take home a weekly reading for pleasure book from a wide selection of fiction / non fiction books

Resources

Only Letters and Sounds resources will be used during the teaching of phonics. This will be in a non cursive print and different to our handwriting scheme print.

Reading

Children are offered a range of texts to read at the academy, books have been selected to provide children with opportunities to 'learn how to read' 'read for pleasure' 'expand their knowledge of authors and different genres' with the key aim of children developing a strong love for reading.

Type of read	Type of book	When
Books to Teach Reading	Collins Big Cat books	-Paired reading daily in KS1 -Paired reading weekly in Reception -Bottom 20% / SEN children have these books for individual read and daily read
Scaffolding books to support reading / pleasure	Current reading stock – varying levels and genres (to be replaced once Wandle reading scheme is in place)	-Individual reading daily and at least x 1 week with class teacher -Books to be sent home and shared with parents / carers
Reading for Pleasure	Wide selection of fiction / non fiction books	-To be enjoyed during book corner read -To be taken home x1 week on a Monday

Every phonics session will have an opportunity for the children to 'share read' a fully decodable book. The academy has invested in decodable books that support the children's current phonic learning.

Impact Assessment

Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.

- Assessment for learning is used:

- daily within class to identify children needing Keep-up support
- weekly in the Review lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.

- Summative assessment is used:

- every six weeks to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the Keep-up support that they need.
- by SLT to track progress of cohorts, classes and key groups

Appendix 1

Phonics terminology

Phoneme	The smallest unit of sound in spoken language.
Grapheme	Written letters or a group of letters which represent one single sound (phoneme) e.g. a , l , sh , air , ck
Phonics	Phonics teaches children to listen to and identify the sounds that make up words. This helps them to read and write words.
Letters and sounds	<p>A government document detailing the teaching of phonics. There are 6 phases described:</p> <ul style="list-style-type: none"> -Phase 1: This is split into 7 aspects, which focus on hearing and talking about environmental sounds and letter sounds. -Phase 2: Learning 19 letters of the alphabet, along with the first 5 “tricky words” and using them to read and spell simple words and captions. -Phase 3: Learning the remaining letters of the alphabet, some 2 and 3 letter digraphs, along with the next set of “tricky words”. Reading and writing captions and sentences. -Phase 4: Learning to blend and segment longer words, including words with adjacent consonants and more than one syllable. Reading and writing using these and the next “tricky words”, within sentences. -Phase 5: Learning alternative spellings and pronunciations for phonemes, including their common usage within words. Reading and writing using these and the next “tricky words”, within sentences -Phase 6: Learning longer words and spelling rules.
Pure sound	Pronouncing each letter sound clearly and distinctly without adding additional sounds the end e.g. f , not fuh
Digraph	<p>Two letters, which make one sound.</p> <p>A consonant digraph contains 2 consonants, e.g. sh ck th ll</p> <p>A vowel digraph contains at least one vowel, e.g. ai e ear oy</p>
Trigraph	Three letters, which make one sound, e.g. igh dge
Split digraph	<p>Two letter, which work as a pair to make one sound, but are separated within the word.</p> <p>E.g. a-e as in make or late; i-e as in size or write</p>
Grapheme phoneme	Letter-sound correspondence, knowing the letter (grapheme) that corresponds to a sound (phoneme) and vice-versa.
Decoding	The process of sounding out words and blending phonemes together in order to read.
Blending	<p>The ability to smoothly and fluidly combine individual sounds (phonemes) together to form words. The process of using phonics for reading. Children identify and synthesise/blend the phonemes in order to make a word.</p> <p>E.g. s-n-a-p, blended together, reads snap</p>
Segmenting	This involves hearing a word, splitting it up into phonemes that make it, using knowledge of GPCs to work out which graphemes represent those phonemes and then writing those graphemes down in the right order. This is basis of spelling.

Vowel	The five vowels of the alphabet are a e i o u
Vowel digraph	A digraph in which at least one of the letters is a vowel E.g. ea, ay, ai, ar
Consonant	The remaining 21 letters of the alphabet that are not vowels.
CVC words (consonant vowel consonant)	<p>Abbreviation used for consonant -vowel-consonant words, used to describe the order of sounds. Some examples of CVC words are: cat, pen, top, chat (because ch makes one sound).</p> <p>Other similar abbreviations include:</p> <ul style="list-style-type: none"> • VC words e.g. on, is, it • CCVC words e.g. trap and black • CVCC words e.g. milk and fast
CCVC words (consonant, consonant vowel consonant words)	e.g. s-p-i-t
Adjacent consonant	A combination of two or three letters that make separate sounds, previously known as consonant clusters e.g. str, pl, st
Tricky Words	These are words that cannot be sounded out (decoded) easily. Some parts can be sounded out, but other parts cannot.