



# LITTLE HARROWDEN COMMUNITY PRIMARY SCHOOL

**POLICY FOR:** Teaching of Phonics

**Responsible person:** Miss G. Buckley

**Date adopted:** March 2011

**Review by:** March 2013

## **Introduction**

The Simple View of Reading identifies two aspects to reading; 'word recognition' and 'language comprehension'. The processes by which children comprehend spoken language are the same as those by which they comprehend the words on the page; the difference being that the first relies upon hearing the words and the second upon seeing the words in written form. Obviously, in order to comprehend written texts children must first learn to recognise, that is decode, the words on the page. We have adopted a **synthetic** approach to the teaching and learning of phonics.

## **Principles of high-quality phonic work**

Our school follows the recommendations which makes clear that 'high-quality phonic work' should be taught systematically and discretely as the prime approach used in the teaching of early reading. At Little Harrowden we are using 'Letters and Sounds' for our basis of teaching phonics with Jolly Phonics and Read, Write Inc as resources to support learning.

Phonics should be taught as a discrete 20 minutes lesson in Reception, Key stage 1 and Year 3. In the Upper Phase it should be taught as an intervention. We operate a cross phase approach through Reception, Year 1, Year 2 and Year 3. This is to ensure all children access phonics appropriate to them.

Through using Letters and Sounds, beginner readers will be taught:

- grapheme–phoneme correspondences in a clearly defined, incremental sequence
- to apply the highly important skill of blending (synthesising) phonemes in the order in which they occur, all through a word to read it
- to apply the skills of segmenting words into their constituent phonemes to spell so that blending and segmenting are reversible processes.

In their delivery of phonics, teachers will take account that high-quality phonic work will be most effective when:

- teaching phonics starts by the age of 5, subject to the professional judgement of teachers
- it is multi sensory, encompassing simultaneous visual, auditory and kinaesthetic activities
- it is time-limited, such that the great majority of children should be confident readers by the end of Key Stage 1
- it is systematic, that is to say, it follows a carefully planned programme with fidelity, reinforcing and building on previous learning to secure children's progress
- it is taught discretely and daily at a brisk pace (20 minute sessions)

- there are opportunities to reinforce and apply acquired phonic knowledge and skills across the curriculum and in such activities as shared and guided reading
- children’s progress in developing and applying their phonic knowledge is carefully assessed and monitored.

### **Phase overviews**

The letters and Sounds document is split into 6 phases. These phases are sequential and must be taught in order. Children must be assessed as a baseline to know which phase to start on.

**Phase one:** This should be covered by Nursery schools and continued throughout children’s Reception Year. This phase encompasses the following strands:

General sound discrimination – environmental sounds, General sound discrimination instrumental sounds, General sound discrimination – body percussion, rhythm and rhyme, Alliteration, Voice sounds and oral blending and segmenting.

**Phase two:** children learn 19 letters of the alphabet, and how to blend and segment these into cv/ cvc words. Children will also learn to read a few tricky words.

**Phase three:** children learn all 26 letters of the alphabet and another 25 graphemes, most of them comprising of two letters. Children also continue to practice CVC blending and segmentation, reading of simple captions and learn more tricky words.

**Phase four:** children learn cvcc and ccvc words. This phase also consolidates children’s knowledge of graphemes in reading.

**Phase five:** children learn new graphemes and alternative pronunciations for the graphemes they already know. Children also learn how to spell most of the tricky words.

**Phase six:** children learn to become fluent readers and increasingly accurate spellers.

### **Phases for each Year group**

Here is a brief overview of the progression of phonics in our school:

<b>4-5 yrs Reception</b>	<b>5-6yrs Year One</b>	<b>6-7yrs Year Two / Year Three</b>
Phase 1- ongoing Phase 2 -8 weeks Phase 3- 14 weeks Phase 4- 8 weeks		
	Phase 2 -2 weeks (recap) Phase 3- 10 weeks Phase 4- 6 weeks Phase 5- ongoing	
		Phase 3- 2 weeks (recap) Phase 4- 2 weeks (recap) Phase 5- ongoing Phase 6 - ongoing

### **Resources to Support the Teaching of Phonics through Letters and Sounds.**

- Foundation Stage and Key Stage 1: Jolly Phonics for 26 alphabet letters and Read Write Inc for all other graphemes

- Key Stage Two: for children who still need daily phonics input, the Read, Write Inc programme will be used for group intervention.

### **Introducing 'tricky' words**

Once starting phase two, children will be introduced to tricky words, high frequency words that do not follow the letter– sound correspondences taught can be introduced. This may be done at the rate of two or three per week but the professional judgement of the pace must lie with the teacher. Examples of such words include 'the', 'was', 'said', 'once'. Even these words usually contain some common letter–sound correspondences, and children will have their attention drawn to these so that they do not regard the words as completely random. This can be combined with the teaching of the few sounds that have not yet been covered because they are less straightforward in terms of their spelling. Children's attention can be drawn to such words in shared reading and writing sessions to increase their exposure to them.

### **Assessment**

It is the teacher's responsibility to ensure that there is a robust and continuous assessment of children's phonic progress in order to identify those with additional needs, including those with specific learning difficulties. These children will require immediate and sustained additional support to close the gap with their peers.

Starting from Reception, children will be assessed using the letters and sounds assessment booklet for a baseline assessment to determine which phase the children need to start from. This assessment will then take place each half term to monitor the children's progress ( see appendix 1 for which colours to use when assessing). This assessment booklet will then be passed onto the Year One teacher. At this point children will be re-assessed and regrouped based on which phase they are in. This assessment needs to be carried out each half term in Year One in order to track progress. This will then be then passed on to Year Two, where the assessment process repeats itself.

### **Phonics in Shared/ and Guided Reading – Reinforcing Decoding Skills**

If the purpose of the shared reading session is to encourage children to apply acquired phonic skills, then their attention should be focused on decoding words rather than the use of unreliable strategies such as looking at the illustrations, rereading the sentence, saying the first sound or guessing what might 'fit'. Although these strategies might result in intelligent guesses, none of them is sufficiently reliable and they can hinder the acquisition and application of phonic knowledge and skills, prolonging the word recognition process and lessening children's overall understanding.

Guided reading sessions offer a good opportunity for children to practise their developing phonic knowledge skills in texts that are carefully chosen to match their abilities. Where the focus is on honing phonic skills, the teacher's role is to support and prompt children to decode, recognise and say words as they read, thus helping them to access the meaning of the text. Early on, new readers will be focused on the application of phonic skills and word recognition, but as they grow in confidence and skill, the emphasis will shift to comprehension.

All children in each year group should have at least one guided reading session per week.

### **Monitoring and Review**

This policy will be reviewed every two years so that we can take into account the new initiatives and changes in the English curriculum. Its implementation will be monitored and evaluated by the SL for English.

This Phonics Policy reflects the opinions of the staff, children and governors of Little Harrowden Primary School. It was agreed and ratified by the governors.

Signed: \_\_\_\_\_ (Chair of Governors)

Date: \_\_\_\_\_

## **Appendix 1**

Baseline in Reception will be in Blue

Autumn term: Orange

Spring term: Green

Summer term: Yellow