St Mary's RC Primary School, Battersea

PHONICS POLICY

Approved By	Governors
Reviewed On	January 2023
Review Due	January 2024
Review Cycle	Annually

Aims

At St Mary's RC Primary School, we believe that the teaching of Phonics plays a vital role in teaching children to read, write and spell. We teach phonics using a linguistic phonics scheme called Sounds-Write Phonics. High quality Phonics teaching enables children to decode new words confidently, independently and leads to improved understanding. This will result in children being able to read for pleasure, undertake research and develop their comprehension skills. Sounds- Write phonics also teaches children how to spell words and this helps them to become confident writers.

Objectives

The main objective of the teaching and learning of Phonics is to enable all children to access reading and writing at an age-appropriate level.

<u>This is best achieved when there is:</u>

- o A consistent whole school approach to the teaching of Phonics throughout the whole school.
- o Consistent planning, assessment, and tracking.
- o Sufficient training provided to enable the implementation of Sounds-Write based teaching of Phonics by all staff involved in the teaching of Phonics.

At St Mary's, using the Sounds-Write Phonics Programme, our intent is to teach these core concepts.

<u>Sounds-Write Teaches Children:</u>

- o Letters are symbols (spellings) that represent sounds.
- o Each sound may be represented (spelled) by a 1, 2, 3 or 4-letter spelling.
- o The same sound can be spelled in more than one way (goat, slow, note, toe, over).
- o Many spellings represent more than one sound (e.g. in read and bread). Alongside these concepts, we also teach key skills so that children can develop speed and accuracy in order to become automatic.

<u>The following skills are taught throughout the Sounds-Write program:</u>

- o Blending – the ability to push sounds together to build words (c-a-t = cat)
- o Segmenting – the ability to pull apart the individual sounds in words (pig = p-i-g)
- o Phoneme manipulation – the ability to insert sounds into words and delete sounds out of words. This skill is necessary to test out alternatives for spellings that represent more than one sound.

Phonics Planning
- o The majority of children to have completed the Initial code by the end of Foundation Stage. Higher achieving children (in Foundation stage and KS1) to be identified and moved through the planning progression at a more rapid pace.
- o The majority of Year 1 children to pass the Year 1 Phonics Screening test,
- o The majority of children to have completed the Extended code by the end of KS1.
- o All children who did not meet these targets in KS1 to continue to follow the Sounds-Write programme in KS2.
- o Children failing to meet the principal attainment targets will receive targeted intervention which will be tracked and monitored.

The teaching of Phonics in Foundation Stage and KS1 will be planned in accordance with our Phonics Policy and will include:
- o Daily dedicated phonic lessons.
- o Lessons planned by the class teacher using the Sounds-Write programme.
- o Intervention groups which target the needs and ability of the children and make effective use of support staff.
- o Appropriately-paced lessons that provide children with suitable tasks to demonstrate their learning using the Sounds~Write support materials.
- o A separate weekly plan which will document the sounds that should be revised and those which should be introduced.
- o Planning should include high frequency words that children will be introduced to alongside phonics teaching.
- o Planning should include nonsense words to determine how well children can blend and segment phonetically.
- o Children will be matched to an appropriate book level that matches their phonic knowledge. For children learning the Initial code, Sounds~Write initial code books and Dandelion books will be used. For children learning the Extended code, Sounds~Write extended code books and Dandelion books will also be used.

Teaching and Learning
- o The approach to the teaching of phonics across the school will be consistent; and show progression of skills and knowledge.
- o When teaching a new sound, ensure children are seeing how the sounds are represented in written form through adult modelling and through opportunities to practise writing.
- o Ensure every lesson gives children opportunities to see, say, blend and segment sounds to make words and also to practise writing words.
- o Use fingers to segment sounds and make sure you show the blend.

Resources

- Copy of the Sounds~Write manual in each classroom through which to deliver the programme using a systematic approach.
- Magnetic whiteboards for each teacher and teaching assistant trained, whether they are carrying out whole class teaching or intervention work.
- Same script sound cards for each adult to aid consistency
- Dandelion reading scheme and Sounds~Write books which match the Sounds~Write units.
- Phonics working wall in each classroom, with posters of previous learning for children to use.

Assessment, Recording and Reporting

On-going formative assessment will be used by the class teacher and teaching assistants to determine how successful the children have been in their ability to recognise and write graphemes, orally blend and segment words and their ability to read and spell phonetically regular words. Progress will be monitored using a phonics tracker on insight or full Sounds~Write diagnostic test if necessary.

On insight, the pupils are assessed using the guidance below:
0 - taught, but not yet understood
1- can recognise and read sound in isolation
2- can blend and segment using given sound
3- can read sound within a text

Resources

- Copy of the Sounds-Write manual and supplementary materials booklet for trained members of staff to deliver the programme using a systematic approach.
- Flashcards, magnetic letters, post-its and whiteboards
- Dandelion and Sounds-Write reading scheme which matches the units.
- Supplementary materials available as PDF downloads from Sounds-Write website.

On-going formative assessment will be used by the class teacher and teaching assistants to determine how successful the children have been in the three key skills of Sounds-Write which are:

Management

- The Phonics Leader will monitor and evaluate the planning and teaching of Phonics within the school thorough observations, scrutiny of work, displays and on-going discussions with class teachers.
- All teachers and Teaching Assistants will receive Sounds-Write training to ensure that lesson delivery is a high quality and consistent with the School Phonics Policy.
- Progress will be monitored using the individual Sounds-Write assessment sheet and whole class Tracking (available on Insight).

- All children will be assessed at least once per half-term and this data will be analysed and used to determine which children need to join a Phonics intervention group, by the class teacher.
- Children in Year 1 (and those in Year 2 who didn't pass the Year Phonics Screen) will take practise Phonics Screen tests once a term to monitor their progress. Assessment results will be shared with the Phonics Leader.

Appendix 1: Sounds-Write Progression Plan

Reception – Initial Code					
Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Unit 1: **a, i, m, s, t** Unit 2: **n, o, p** (is, a) Unit 3: **b, c, g, h** (the, I)	Unit 4: **d, e, f, v** (for, of) Unit 5: **k, l, r, u** (are)	Unit 6: **j, w, z** (was) Unit 7: **x, y, ff, ll, ss, zz** (all)	*phoneme manipulation introduced* *no new sounds taught* Unit 8: **vcc, cvcc** (come, some) Unit 9: **ccvc** (to) Unit 10: **ccvcc, cvccc**	Unit 11: **sh, ch, th, ck** (there, their, these – introduced after <th>) **wh ng qu** (what, where, who – introduced after <wh>)	Lesson 6 (Bridging lessons) One sound, multiple spellings Sound /k/: <c, k, ck> Sound /ch/: <ch, tch> Sound /l/: <l, ll, le> Sound /w/: <w, wh>
Year 1 – Extended Code (First Spellings)					
Recap sounds taught in Reception with focus on blending and segmenting words **Unit 1: Sound /ae/** - <ai, ay, ea, a-e> **Unit 2: Sound /ee/** - <e, ea, ee, y> **Unit 3: Spelling <ea>** for /ae/ and /ee/ **Unit 4: Sound /oe/** - <o, oa, ow, oe, o_e > **Unit 5: Spelling <o>** for /o/ and /oe/	**Unit 6: Sound /er/** - <er, ir, or, ur> **Unit 7: Sound /e/** - <e, ea, ai> **Unit 8: Sound /ow/** - <ou, ow> **Unit 9: Spelling <ow>** for /oe/ and /ow/	**Unit 10: Sound /oo/ as in <moon>** - /oo/ <oo, ew, ue, u_e, o> **Unit 11: Sound /ie/** <i, ie, y, i_e, igh, > **Unit 12: Sound** b/oo/k <oo, u, ou > **Unit 13: Spelling <oo>** for m/oo/n and b/oo/k **Unit 14: Sound /u/** - <u, ou, o>	**Unit 15: Spelling <ou>** for /ow/, /u/ and m/oo/n **Unit 16: Sound /s/** - <s, ss, st, c, ce, se, sc> **Unit 17: Spelling <s>** for /s/ and /z/ **Unit 18: Sound /l/** - <l, ll, al, el, il, le, ol> **Unit 19: Sound /or/** - <or, aw, a, ar, au, al>, **Introduce polysyllabic words**	**Unit 20: Sound /air/** <air, are, ear, ere, eir, ayer, ayor> **Unit 21: Sound /ue/** <ue>, <u_e> **Unit 22: Spelling <ew>** for m/oo/n and ue **Unit 23: Sound /oy/** <oi, oy> **Unit 24: Sound /ar/** - <ar, a, al, au> **Unit 25: Sound /o/** - <o, a> **Unit 26: Spelling <a>** for /a/, /o/, /ae/ and /ar/	No new sounds taught Phonics screener Continue recapping sounds in polysyllabic words.

Year 2 – Extended Code (More Spellings)					
Unit 27: Sound /ae/ - <ai, ay, a_e, ea, <u>a, ei, ey, eigh</u>>	**Unit 32: Sound /oe/** - <oe, o_e, ow, oa, <u>ou, ough, o</u>>	**Unit 36: Sound** m/**oo**/n - <oo, ew, u, ue, u-e, <u>ui, ou, ough</u>>	**Unit 42: Sound /m/** - <m, <u>mm, mb, mn</u>>	**Unit 46: Sound /r/** - < r, <u>rr, rh, wr</u>>	No new sounds taught.
Unit 28: Sound /d/ - <d, <u>dd, ed</u>>	**Unit 33: Sound /n/** - <n, <u>nn, ne, ng, kn</u>>	**Unit 37: Sound /j/** - <j, <u>g, ge, dge</u>>	**Unit 43: Sound /or/** - <<u>oar, ore, our, augh, ough</u>>	**Unit 47: Sound /t/** - <t, <u>tt, bt, te</u>>	
Unit 29: Sound /ee/ - <ee, e, ea, y, <u>ey, ie, i</u>>	**Unit 34: Sound /er/** - < ar, er, ir, or, ur, <u>ear, our</u>>	**Unit 38: Sound /g/** - <g, <u>gg, gh, gu</u>>	**Unit 44: Sound /h/** <h, <u>wh</u>>	**Unit 48: Sound /z/** - < z, zz, <u>ze, s, se, ss</u>>	
Unit 30: Sound /i/ - < i, <u>ui, e, y</u>>	**Unit 35: Sound /v/** - <v, <u>vv, ve</u>>	**Unit 39: Spelling <g>** - for /j/ and /g/	**Unit 45: Sound /k/** <c, k, ck, <u>ch, cc</u>>	**Unit 49: Sound /eer/** <eer, ear, ere>	
Unit 31: Spelling <y> - for /y/, /i/, /ie/ and /ee/		**Unit 40: Sound /f/** - <f, ff, <u>gh, ph</u>>			
		Unit 41: Spelling <gh> for /f/ and /gh/			

Appendix 2: Diagnostics Test

Criterion - Referenced Phoneme Skills Tests

Name: Date: /   /

BLENDING: *I'm going to say some sounds and I want you to put them together to make a word. So, for example, if I said /k/... /a/... /t/, you would say cat. (Say the sounds one second apart.)*

d o g	_____	j u m p	_____
p e t	_____	t oa s t	_____
m a d	_____	b r ea k	_____
ch i n	_____	c l ou d	_____
sh ir t	_____	c r i s p	_____
b ea t	_____	c l o s ed	_____
t ai l	_____		
n i ne	_____		

Total: /14

SEGMENTING: *This time I want you to do what I've just been doing. I'll say the word and you split it up into its sounds. So if I said cat, you would say /k/... /a/... /t/.*

men	__ __ __	flat	__ __ __ __	mot	__ __ __
pig	__ __ __	funny	__ __ __ __	ikt	__ __ __
sad	__ __ __	stick	__ __ __ __	spee	__ __ __
lot	__ __ __	paint	__ __ __ __	foond	__ __ __ __
cheese	__ __ __	green	__ __ __ __	gren	__ __ __ __
take	__ __ __	chest	__ __ __ __	clup	__ __ __ __
fly	__ __ __				
throw	__ __ __				

Total: /69

PHONEME DELETION: *Now I want you to take a sound out of a word. So if I asked you to say the word 'dog' without the /d/ sound, you would say 'og'.*

Say cat without the c.	_____	(at)	Say speed without the p.	_____ (seed)
Say fish without the sh.	_____	(fi)	Say fist without the s.	_____ (fit)
Say chip without the ch.	_____	(ip)	Say sand without the n.	_____ (sad)
			Say click without the l.	_____ (kick)
Say from without the m.	_____	(fro)		
Say proud without the d.	_____	(prou)		
Say list without the l.	_____	(ist)		

Total: /10

Alphabet Code Knowledge Test – Record Sheet

word	sound		word	sound	
man	m	_____	shed	sh	_____
sit	s	_____	brick	k	_____
pin	i	_____	then / thin	th	_____
ten	t	_____	chin	ch	_____
rag	a	_____	running	nn	_____
pot	p	_____	her	er	_____
now	n	_____	beak / break / bread	ea	_____
not	o	_____	tray	ay	_____
cop / city	c	_____	coat	oa	_____
big	b	_____	pain	ai	_____
hen	h	_____	out / soup / trouble	ou	_____
get / gym	g	_____	been	ee	_____
dip	d	_____	cow / crow	ow	_____
vet	v	_____	stir	ir	_____
fog	f	_____	key / prey	ey	_____
peg	e	_____	tie / brief	ie	_____
leg	l	_____	paw	aw	_____
rug	r	_____	stew / brew	ew	_____
but	u	_____	good / soon	oo	_____
yes / baby / shy	y	_____	coin	oi	_____
jig	j	_____	cue / true	ue	_____
zoo	z	_____	fruit	ui	_____
win	w	_____	autumn	au	_____
kit	k	_____	toy	oy	_____
fix (/k/s/) & exam (/g/z/)	x	_____	burst	ur	_____

Total: /50

Appendix 3: Weekly Planning Sheet

Week beginning: _____/_____/_____	Unit _____: Sound /_____/ or <_____> spelling				
	Monday	Tuesday	Wednesday	Thursday	Friday
Sound review (prior learning)					
Skills focus					
Learning activities (lessons)	1) 2) 3)	1) 2) 3)	1) 2) 3)	1) 2) 3)	1) 2) 3)
Content — words					
Content — sentences					
Content — sound swap lists					
Content — story					
Children to keep up:					
Keep Up activity:					

Appendix 4: Phonics Screening and Sounds-Write Links

[Phonics screening check: administration - GOV.UK (www.gov.uk)](www.gov.uk)
https://www.sounds-write.co.uk/