

Lancastrian Infant School

Phonics Policy



Policy Adopted by Governing Body on: May 2018

Policy to be reviewed on: May 2021

Rationale

At Lancastrian infant school we recognise the importance of phonological decoding as one of several strategies to develop early reading skills. When combined with reading dialogue and the promotion of reading for pleasure, children can apply these skills to tackle unfamiliar texts and express themselves in written form, therefore becoming more independent readers and writers.

Aims

- To provide pupils with a clear understanding of how the alphabet works for reading and spelling;
- To enable our pupils to become fluent and confident readers and writers with a strong phonological awareness;
- To develop pupils' sight vocabulary to aid fluent reading;
- To provide opportunities for repetition and consolidation so that spelling and reading become automatic.

Teaching and Learning

Pupils will have a variety of teaching and learning experiences following the Letters and Sounds Framework and incorporating Jolly Phonics & Phonics Bug. Pupils will be taught each phase in set year groups initially but then following ongoing assessments, may be re-grouped to consolidate learning as appropriate. All classes in Early Years and Key Stage One will receive a daily phonics lesson.

Each phonics session will follow the same structure.

1. Revisit/Recap
2. Teach
3. Practice
4. Apply
5. Assess

In Early Years, children will be taught as whole class, and then differentiated out into multiple groups as and when is appropriate.

In Key stage 1, the children will be taught in stage appropriate groups across the key stage. In order to share their learning back in class, each group will be assigned a character. A laminated copy of this character will be up in each classroom, so work done in phonics groups can be followed up in class bases. These will be sent to groups on a Friday.

All classes and groups will have a group phonics journal. Within this journal there will be a copy of the weekly planning of phonics, as well as assessment grids in relation to each day's objectives. These are then used to inform future planning.

Progress

High-quality phonic work is taught through six phases beginning with Phase 1 and 2 alongside each other in Reception. It allows children to see the relationship between reading and spelling.

Phase 1

This phase is all about encouraging children to listen and focus on the sounds around them. It does not involve teaching any letter sounds. There are 7 aspects to this phase;

- *listening to sounds in the environment
- *exploring instrumental sounds
- *body percussion (clapping to nursery rhymes)
- *rhythm and rhyme
- *alliteration
- *voice sounds
- *oral blending and segmenting

Phase 2

The purpose of this phase is to teach 19 phonemes and move children on from oral blending and segmentation to blending and segmenting with letters. Grapheme to phoneme correspondences are introduced to the children one at a time in daily phonics sessions through a wide range of games and practical activities. We try to teach four grapheme to phoneme correspondences per week. The phase 2 graphemes are: s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, l, ff, ll, ss. We teach them how to use the letters they have learnt, to read and spell words. This is called blending and segmenting. There are some words which cannot be decoded using phonics. These are referred to as tricky words! We introduce these words to children in phonics sessions and with lots of repetition and practise, children will begin to recognise these words by sight. (I the no go to into). There is no formal assessment for phonics in Reception but children's development in phonics will be monitored closely throughout their time at Lancastrian. When children are ready, they will move from phase 2 into phase 3.

Phase 3

The purpose of this phase is to teach the remaining 7 letters of the alphabet, one sound for each and another 25 graphemes, most of them comprising two letters (e.g. oa, oo, ch). Children also continue to practise CVC blending and segmentation in this phase and will apply their knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions. They will learn letter names during this phase, learn to read some more tricky words and also begin to learn to spell some of these words. (See assessment document, appendix 1 for specific graphemes and tricky words)

Phase 4

The purpose of this phase is to consolidate children's knowledge of graphemes in reading and spelling words containing adjacent consonants and polysyllabic words. No new

grapheme-phoneme correspondences are taught in this phase. Children learn to blend and segment longer words with adjacent consonants, e.g. swim, clap, jump.

Phase 5 (Throughout Y1)

Now we move on to the "complex code". Children learn more graphemes for the phonemes which they already know, as well as different ways of pronouncing the graphemes they already know. (See assessment document, appendix 1 for specific graphemes and tricky words)

Phase 6 (Throughout Y2 and beyond)

By the beginning of Phase Six, children should know most of the common grapheme–phoneme correspondences. They should be able to read hundreds of words, doing this by:

- *reading the words automatically if they are very familiar;
- *decoding them quickly and silently because their sounding and blending routine is now well established;
- *decoding them aloud. Children’s spelling should be phonemically accurate, although it may still be a little unconventional at times. Spelling usually lags behind reading, as it is harder. Working on spelling, including prefixes and suffixes, doubling and dropping letters etc. At this stage many children will be reading longer and less familiar texts independently and with increasing fluency. The shift from learning to read to reading to learn takes place and children read for information and for pleasure. Children learn some of the rarer grapheme–phoneme correspondences and to use them accurately in their reading. During this phase, children become fluent readers and increasingly accurate spellers

Assessment

All children will be assessed daily (formative assessment) in relation to the lessons learning objective. These assessments will be kept in the phonics group journal and followed up as appropriate.

The phonic knowledge of all pupils in Reception, Year1 and Year 2 will be assessed termly and recorded using ‘The Lancastrian infant school Phonics Assessment’ documents – See appendix 1. This document will be completed termly, and a copy given to the phonics coordinator.

All these assessments will be used to inform the teacher of individual pupils’ progress as well as highlighting any gaps.

In line with statutory requirements, all pupils in Year 1 will undertake a phonics screening in the summer term. The results of this screening will be included in the annual report to parents for each individual pupil. In the Autumn and Spring terms, pupils will gain experience of accessing similar test materials to those used in the screening and an analysis will be conducted by the phonics coordinator and used to address learning needs.

In line with statutory requirements, any pupils who do not meet the expected standard in the Year 1 phonics screening will be rescreened in the summer term of Year 2. Year 2 pupils

will also continue to practice the screening in the Autumn and Spring terms alongside year 1 pupils, which will be subject to the same analysis by the phonics coordinator.

Lancastrian Letters and Sounds Phase 2 – 5 Assessment

Work through the assessment grids using the flashcards, assessing the Phase(s) that the children have been taught.

Any GPC that children couldn't read will need revisiting – add to your planning for the relevant group.

If children made errors in blending or segmenting – build explicit teaching of these skills and lots of rehearsal into planning for the relevant group.

Repeat the assessment and analysis at the end of each half term. Look at the progress the group has made. Use this to decide next steps for the children, evaluate how effective the teaching was and identify ways to improve.

For all children, remember to incorporate revision of Phase 1 (particularly oral blending and oral segmenting) throughout the school day.

Lancastrian Letters and Sounds Phase 2 Assessment

Show the child a flashcard. Record with a tick if they can identify and say each gpc correctly.

Name	s	a	t	p	i	n	m	d	g	o	c	k	ck	e	u	r	h	b	f	ff	l	ll	ss

Lancastrian Letters and Sounds Phase 2 Assessment

Show the child a flashcard. Record with a tick if they can read each tricky word correctly.

Name	I	to	no	go	the	into

Lancastrian Letters and Sounds Phase 2 Assessment

Show the child a flashcard. Record with a tick if they can read each VC or CVC word correctly.

Name	it	at	an	is	bat	bed	hat	pin	dog	leg	lip	mat	kiss	back	cap	tin	rug	top	tug

Lancastrian Letters and Sounds Phase 2 Assessment

Show the child a flashcard. Record with a tick if they can read each pseudo word correctly.

Name	pim	og	meck	nug	liss	ket

Lancastrian Letters and Sounds Phase 2 Assessment

Ask the child to sound talk to write each VC and CVC word.

Name	is	at	it	pig	sip	nap	hat	man	cot	sat

Lancastrian Letters and Sounds Phase 3

Assessment

Record with a tick if they can identify and say each gpc correctly.

Name	j	v	w	x	y	z	zz	qu	ch	sh	th	ng

Lancastrian Letters and Sounds Phase 3 Assessment

Record with a tick if they can identify and say each gpc correctly.

Name	ai	ee	igh	oa	oo	ar	or	ur	ow	oi	ear	air	er

Lancastrian Letters and Sounds Phase 3

Assessment

Show the child a flashcard. Record with a tick if they can read each tricky word correctly.

Name	he	we	be	me	she	my	you	all	are	they	her	was

Lancastrian Letters and Sounds Phase 3

Assessment

Show the child a flashcard. Record with a tick if they can read each word correctly.

Name	van	wax	jet	zip	ship	goat	pain	fight	park	soil	corn	fair	tear	feet	main	book	turn

Lancastrian Letters and Sounds Phase 3

Assessment

Show the child a flashcard. Record with a tick if they can read each word or pseudo word correctly.

Name	cow	chat	thing	jacket	cobweb	dinner	ladder	doit	poat	gair	morck	sowd	chon

Lancastrian Letters and Sounds Phase 3

Assessment

Ask the child to sound talk to write each CVC word.

Name	web	jam	zip	chip	shop	coat	moon	torn	weep	park	coin	rain	night

Lancastrian Letters and Sounds Phase 3

Assessment

Ask the child to write each tricky word.

Name	he	we	be	me	she	my	you	all	are	they	her	was

Lancastrian Letters and Sounds Phase 4

Assessment

Show the child a flashcard. Record with a tick if they can read each tricky word correctly.

Name	sai d	hav e	lik e	so	com e	do	one	lit tle	the re	wha t	whe n	out	her e

Lancastrian Letters and Sounds Phase 4

Assessment

Show the child a flashcard. Record with a tick if they can read each word correctly.

Name	figh t	car- park	ladd er	milk	next	went	dent	drin k	clap	trap	flat	nest	slip	tent

Lancastrian Letters and Sounds Phase 4

Assessment

Show the child a flashcard. Record with a tick if they can read each mono- or poly-syllabic word correctly.

Name	flag	stamp	train	spoon	spark	growl	from	soft	slept	lunchb ox

Lancastrian Letters and Sounds Phase 5 Assessment

Record with a tick if they can identify and say each gpc correctly.

Name	ay	ou	ie	ea	oy	ir	ue	wh	ph	ew	oe	au	a_e	e_e	i_e	o_e	u_e

Lancastrian Letters and Sounds Phase 5 Assessment

Show the child a flashcard. Record with a tick if they can read each real or pseudo word correctly.

Name	spra y	clou d	tie	mea t	roya l	gir l	stat ue	whist le	dolph in	blew	thoe	paunc k	tav e	webe	pime s	lom e	fub e

Lancastrian Letters and Sounds Phase 5 Assessment

Ask the child to write each word correctly.

Name	tray	hous e	lie d	mea l	boy	dir t	blue	wheel	phoni cs	chew	toe	haun t	cave s	even	pine	lon e	cub e

Lancastrian Letters and Sounds Phase 5 Assessment

Show the child a flashcard. Record with a tick if they can read each tricky word correctly.

Name	oh	the ir	Mr	Mrs	people	looke d	calle d	asked	could

Lancastrian Letters and Sounds Phase 5 Assessment

Ask the child to write each tricky word correctly.

Name	oh	the ir	Mr	Mrs	people	looke d	calle d	asked	could
