

Moseley C of E Primary School

Phonics Policy

1. Rationale

At Moseley C of E reading is prioritised to allow pupils to access the full curriculum. A rigorous and sequential approach to the reading curriculum develops children's fluency, confidence and enjoyment in reading. This policy sets out the rationale, principle and procedures to ensure there is a sharp focus on ensuring that children gain phonic knowledge and language comprehension necessary to read so that they have the foundations for future learning.

The school's approach to teaching early reading and synthetic phonics is systematic and ensures all learners learn to read words and simple sentences accurately and fluently by the end of Reception.

2. The Programme

- 2.1 The Programme that Moseley C of E follows is Letters and Sounds (DfE, 2007)
- 2.2 Letters and Sounds has been chosen because it allows for whole-class teaching that is based on key principles of effective teaching and learning but is flexible to provide teachers with opportunities to plan and resource lessons matched to the children's needs.
- 2.3 The phonics programme follows the agreed progression for Reception and Year 1.
Grapheme-phoneme correspondences are set out in a clearly defined sequence.
The skill of blending phonemes in order to read increasingly complex words is set out.
The skill of segmenting words into constituent phones to spell increasingly complex words is set out.
Tricky words that do not follow the usual patterns and have to be learned by heart are set out in a clearly defined sequence.
- 2.4 There is no diversion from Letters and Sounds, and no additional schemes or resources are used, e.g. Jolly Phonics actions.
- 2.5 Children will be taught to use phonics as the sole way to learn to read. For example children should not be expected to use strategies such as whole-word recognition and/or cues from context, grammar or illustrations.
- 2.6 Phonics is taught daily in discrete 30 minutes sessions in Reception and Year One. This is continued into the Autumn Term of Year Two and thereafter as part of the whole class SPAG lesson.
- 2.7 The teaching of phonics extends beyond the dedicated session and is applied and reinforced throughout the day. In Reception, rhyme, oral blending, flashcards, on the go reading and fluent word reading of high-frequency words are carried out at least once per day. In Year One and Two, flashcards, on the go reading and fluent word reading of high-frequency words are carried out at least once per day.
- 2.8 The programme is continued until children can read words fluently, usually by the end of Year Two. Where children do not read fluently, extra practice is put into place in Year Three.

Reception	
Autumn One	Phase Two
Autumn Two	Phase Three
Spring Term	Complete Phase Three Consolidate Phase Two and Three
Summer Term	Phase Four Consolidate Phase Three and Four
Year One	
Autumn One	Consolidate Phase Three and Four for reading and writing
Autumn Two	Phase Five Part One for reading Consolidate Phase Three and Four for writing
Spring One	Phase Five Part Two for reading NC Spelling objectives for Y1 (prefixes and suffixes – no change to root)
Spring Two	Consolidate Phase Five Parts One and Two for reading Phase Five Part Three – linked to NC Spelling objectives for Y1 (correct use of k, ph, wh, -nk, -tch, -ve)
Summer Term	Consolidate Phase Five Parts One and Two for reading Phase Five Part Three – linked to NC Spelling objectives for Y1 (vowel digraphs and trigraphs)
Year Two	
Consolidate Phase Five for reading and writing NC Spelling objectives for Y2	

3. Phonetically Decodable Texts

- 3.1 Moseley C of E uses Collins Big Cat texts as the main reading scheme.
- 3.2 Collins Big Cat texts are matched to Letters and Sounds progression from Phases 2-5.
- 3.3 Each book that is given to a child to read should be fully decodable at the child's current level.
- 3.4 The phonic progression the books is cumulative so children can practise GPCs they have previously learnt.

3.5 The books contain ‘tricky words’ in line with the progression in the Letters and Sounds sequence.

4. Effective Provision for All Abilities

- 4.1 Phonics is taught through whole class provision.
- 4.2 Additional adults are deployed to support children within the whole class teaching session.
- 4.3 Progress of all children is continually assessed.
- 4.4 Children who are in danger of falling behind, or who are working below expected levels (lowest 20%) are swiftly identified and additional support is provided to enable them to catch-up and maintain progress.
- 4.5 Expectations for all children are high regardless of background.
- 4.6 Children are praised and encouraged.
- 4.7 Small steps are built in and celebrated.
- 4.8 Phonics planning and teaching ensures that all children are enabled to be successful in each lesson.

A ‘can-do’ attitude permeates everything with full expectation that all children attain or exceed expected standards.

5. Lesson Structure

- 5.1 All phonics lessons follow the structure set out in Letters and Sounds and should have a clear learning objective.
- 5.2 The sequence within the lesson changes depending on whether there is reading or writing focus.
- 5.3 Phonics lessons should be calm, positive, focussed and with minimal instructions. Silent praise, e.g. thumbs up, smile or nod, can be used to allow the group to remain focussed.
- 5.4 We follow the teaching sequence as detailed in Letters and Sounds:
Revisit and Review – Teach – Practise – Apply

	Reading Focus	Writing Focus
Learning Objective	This may be a new learning, e.g. ‘learn the GPC’, or practise and consolidate previously taught skills, e.g. segment words.	
Revisit (Knowledge)	Flashcards of GPCs or tricky words Fluent reading of HFWs.	Use grapheme chart to point to GPCs Quickwrite taught tricky words, GPCs or HFWs
Revisit (Skill)	On the go reading (sound button word cards) Oral blending	Oral segmenting
Teach	This requires the explanation of the learning objective and should be specific and follow the relevant Letters and Sounds guidance. The teaching section must be concise and meet the needs of the learners.	
Practise	Modelling to teach children how to practise the learning objective through an appropriate activity.	
	Match word/sentence to a picture Bingo	Write the word for a picture Write the sentence for a picture Phoneme frames

	Draw the picture for the word/sentence Word stack	Full circle Sentence starters
Apply	Bingo Odd one out Draw the picture	Write sentence for picture Phoneme frames
Review	Key learning is emphasised	

6. Resources and Mantras

6.1 All resources should be matched to Letters and Sounds

6.2 Robot arms and blending hands are used to blend and segment orally and children should be encouraged to use this strategy when reading and writing independently.

6.3 Grapheme Charts are used consistently across all classes and flags should be displayed in classrooms from Reception to Y2.

6.4 Alien words are an assessment tool but should not be used as a teaching tool.

Grapheme Chart (Phases 2-3)

<i>s, ss</i>	<i>a</i>	<i>t</i>	<i>p</i>	<i>i</i>	<i>n</i>
<i>m</i>	<i>d</i>	<i>g</i>	<i>o</i>	<i>c k ck</i>	<i>e</i>
<i>u</i>	<i>r</i>	<i>h</i>	<i>b</i>	<i>f, ff</i>	<i>l, ll</i>
<i>j</i>	<i>v</i>	<i>w</i>	<i>x</i>	<i>y</i>	<i>z zz</i>
<i>qu</i>	<i>ng</i>	<i>ch</i>	<i>sh</i>	<i>th</i>	<i>th</i>
<i>ai</i>	<i>oa</i>	<i>igh</i>	<i>ee</i>	<i>or</i>	<i>ar</i>
<i>oo</i>	<i>oo</i>	<i>oi</i>	<i>ur</i>	<i>ow</i>	<i>air</i>
<i>ear</i>	<i>ure</i>		<i>er</i>		

Grapheme Chart (Phase 5)

<i>ay</i>	<i>ou</i>	<i>ie</i>	<i>ea</i>	<i>ey</i>
<i>oy</i>	<i>ir</i>	<i>ue</i>	<i>aw</i>	

<i>wh</i>	<i>ph</i>	<i>ew</i>	<i>oe</i>	<i>au</i>
<i>a-e</i>	<i>e-e</i>	<i>i-e</i>	<i>o-e</i>	<i>u-e</i>

7. Assessment

- 7.1 All children in Reception and Year One are assessed half termly, or at the end of phases, using a consistent Phonics Assessment sheet.
- 7.2 Assessment is shared with all who teach the child to ensure swift progression.
- 7.3 Analysis of the data is carried out by the phonics team and assessment lead and shared with teachers and teaching assistants.
- 7.4 Assessment identifies those who require extra practice and these children are targeted daily.

8. Interventions

- 8.1 There are two types of interventions: responsive, one-off, catch up interventions to support a specific learning objective from the lesson; and longer term individualised interventions targeted at those who are identified as needing extra practice.
- 8.2 Interventions should be specific, one to one and last approximately two to three minutes.
- 8.3 Interventions are well-resourced and prepared in advance and take place in a quiet space.
- 8.4 Interventions are recorded in the class intervention file and are closely linked to the child’s individual assessment record, aiming to fill the gaps in learning as identified in the assessment.
- 8.5 All children receiving interventions will be logged on the class provision map and this will be monitored by the phonics team and SENDCO.

9. CPD

- 9.1 At Moseley C of E we believe that teaching should be high-quality, therefore we do not practise on the children but with colleagues.
- 9.2 Each week a practise session is held by the phonics team.
- 9.3 The practise session is determined by learning walks, data analysis and staff feedback.
- 9.4 All staff in EYFS and KS1 attend the meeting.
- 9.5 During the meeting the focus is explained, modelled and then rehearsed.

10. Phonics Terminology

- 10.1 All staff should model and use the correct terminology (as below) when teaching phonics.

<u>Phoneme</u>	<u>Grapheme</u>	<u>Grapheme-phoneme correspondence (GPC)</u>
The smallest unit of sound in a word – often referred to as “a sound”	A letter (or sequence of letters) that represent(s) a phoneme	The match between a phoneme and grapheme



<p><u>Blending</u></p> <p>Squashing sounds (phonemes) together to make larger units such as syllables or words</p>	<p><u>Segmenting</u></p> <p>Breaking words or parts of words into phonemes</p>	<p><u>Sound (as a verb)</u></p> <p>Saying the phonemes that each grapheme represents in order to blend them</p>
<p><u>Recognition</u></p> <p>Saying the phoneme when shown the grapheme</p>	<p><u>Recall</u></p> <p>Finding or writing the grapheme that represents a particular phoneme</p>	<p><u>Multi-syllabic word</u></p> <p>A word with more than one syllable</p>
<p><u>Digraph</u></p> <p>A phoneme that is represented by two letters</p>	<p><u>Trigraph</u></p> <p>A phoneme that is represented by three letters</p>	<p><u>Split digraph</u></p> <p>A digraph that is separated by one or more consonants within a word</p>
<p><u>Consonant</u></p> <p>A speech sound in which the breath is at least partly obstructed</p>	<p><u>Adjacent consonant</u></p> <p>Consonants blended together when reading a word</p>	<p><u>Vowel</u></p> <p>A speech sound pronounced without any stricture in the vocal tract</p>