



*Faith, Family and Fascination*

# Phonics Policy

## Boutcher C.E. Primary School

Reviewed by: Ashlie Dixon

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**Boutcher C.E. Primary School Phonics Policy Statement**

At Boutcher Primary School, we believe that the teaching of phonics is an essential part of the curriculum to ensure that children become competent in reading, writing and spelling. We have high expectations of all children and the aim of the phonics policy is to ensure they have a firm foundation on which to build reading and writing skills.

Through our teaching of phonics we aim to:

- Teach high quality phonics
- Enable children to start learning phonic knowledge at the start of School with the expectation they become fluent readers having secured word building and recognition skills by the end of KS1.
- Ensure that the children apply phonic knowledge as their first approach to reading and spelling (allowing for the fact that not all words conform to regular phonic patterns)
- Ensure that the children are taught to read and spell high frequency words that do not conform to regular phonic patterns.
- Encourage the children to attempt to spell words for themselves within the range of their phonic knowledge, by building an individual repertoire and the confidence and strategies to attempt the unfamiliar.
- Help children to apply the skill of blending phonemes in order to read words.
- Help children to segment words into their constituent phonemes in order to spell words.

At Boutcher Phonics is taught daily throughout the Early Years and Key Stage One. Children then continuously build and apply this phonic knowledge throughout Key Stage 2. We teach phonics using songs from the Jolly Phonics scheme and using elements from Letters and Sounds scheme from DfE Publications.

‘Jolly Phonics is a comprehensive programme, based on the proven, fun and multi-sensory synthetic phonics method that gets children reading and writing from an early age. This means that we teach letter sounds as opposed to the alphabet. These 42 letter sounds are phonic building blocks that children, with the right tools, use to decode the English language. When reading a word, they recognise the letters and blend together the respective sounds; when writing a word they identify the sounds and write down the corresponding letters. These skills are called blending and segmenting. These are two of the five skills that children need to master phonics.’ (Taken from the Jolly Phonics website)

## Phonics Progression

Phase 1 is taught throughout nursery and consists of children being given the opportunity to develop speaking and listening skills. This is developed at the beginning of Reception.

In **Reception** children are taught:

Phase 2 and 3 – Autumn Term (Letters are introduced using the Jolly Phonics actions)

Phase 3 and 4 – Spring and Summer Term

All children are assessed at the end of each teaching stage. Children that have not secured that phase will receive extra Phonics support through intervention or After School Club (Nessie)

Five High frequency words are sent home weekly for children to become familiar reading them by sight.

As part of our Reading scheme, children use a mixture of phonic decodable texts and texts which will enrich their comprehension skills.

In **Year One** children are taught:

Phase 3 recap – Autumn Term

Phase 4 – Autumn Term

Phase 5- Spring Term

5 High frequency words are sent home each week for children to learn how to spell them.

In Year One Summer Term children will also be taking the Phonics Screening Test.

In **Year Two** children are taught:

Re-cap of Phase 5 – Autumn Term

Phase 6 – Spring and Summer Term

## How we teach Phonics:

As Jolly Phonics aims, we teach children the letter sounds. At Boutcher, we have decided that as a starting point by singing the Jolly Phonics song and learning the action we will also teach children the name of the letter.

### 1. Learning the sounds (and names)

Children are taught 42 letter sounds, which is a mix of alphabet sounds (1 sound – 1 letter) and digraphs (1 sound – 2 letters) such as sh, th, ai and ue. Using a multi-sensory approach each letter sound is introduced with fun actions, stories and song.

### 2. Letter formation

Once we have introduced the letter sound and letter name, we then model to the children how to form the letter being taught/covered. We will show them the upper and lowercase version of the letter. Children will be given opportunities to practise writing these and as part of our handwriting sessions (using Nelson) we build on letter formation.

### 3. **Blending**

Once the first few letter sounds are learnt, children begin blending the sounds together to help them read and write new words. (s-a-t to read sat)

### 4. **Segmenting**

When children start reading words, they also need to start identifying the phonic components that make the word sound the way it does. By teaching blending and segmenting at the same time children become familiar with assembling and breaking down the sounds within words.

### 5. **High Frequency Words**

These are words with irregular parts, such as 'the' and 'who'. Children learn these as exceptions to the rules of phonics. Throughout Key Stage One children are taught to read and spell the 100 high frequency words. They then learn to read and spell the next set of 200 high frequency words. As well as this the Year 1 and Year 2 common exception words are focussed on as part of reading and spelling. By introducing children to High frequency words in EYFS, we aim to increase their reading fluency (as they frequently occur in those first simple sentences you might expect them to read).

## **Planning and delivery**

Phonics is taught daily for 20-25 minutes in Early Years and KS1 and to those children at KS2 who have not achieved phase 5/6.

Daily phonic teaching is based on the sound order given to teachers by the Phonics coordinator. **(See Appendix 1)** Children will play games, use whiteboards, and complete handwriting tasks relating to the sounds, worksheets or work with a sound focus and other strategies chosen by the teacher.

At the end of Year 1, children sit the phonic screening check. The children that fail the test will receive daily phonics support in Year two as well as Nessie after school club. They will resit the test at the end of Year 2. As a School we use the programme 'Nessie' where children use this tool to build on their skills and as part of this programme they are assessed to track their progress.

In Key Stage One, some children may need additional teaching which is done through intervention groups in the afternoons. A Teaching Assistant leads these groups, where they are taught according to the phase children are working at. (Planning is given by the Phonics coordinator)

The intervention groups are mixed with Reception, Year One and Year Two pupils.

If children are not seen to be making progress with the teaching of Phonics then the class teacher along with the Phonics coordinator and SENCo will implement other strategies to give the child the support they need.

## **Assessment**

During EYFS and KS1 children are assessed at the end of each phase using an adapted form of the Letters and Sounds Assessment. (Phase 2,3,4, 5 and 6). Each half term children complete a high frequency words test and an upper case and lower case letter formation assessment.

At the end of Year 1, children are assessed using the National Phonics Screening Test and is repeated for those who did not achieve the appropriate level at the end of Year 2.

Children that take part in interventions will be assessed frequently by the Teaching Assistant to monitor their progress within the intervention group.

### **Phonics Order at Boutcher**

At Boutcher, we use Jolly Phonics for Phase 2 and 3.

For the sounds: *ear, air, ure and igh* we don't have a song or action but these must be taught at the end of phase 3.

<b>Phase 2</b>					
s	a	t	i	p	n
c (ck) k	e	h	r	m	d
g	o	u	l (ll)	f (ff)	b
<b>Phase 3</b>					
ai	j	oa	ie	ee	or
z (zz)	w	ng	v	oo (moon)	oo (look)
y	x	ch	sh	th	
qu	ou	oi	ue	er	ar
ear	air	ure	igh		

#### **Phase 4**

No new graphemes are taught. Consolidation of the above to help read and spell words containing adjacent consonants (sink, splint) and to read and spell words with more than one syllable.

Children will be reading simple captions, as well as reading and spelling some high frequency words by sight.

#### **Phase 5**

New graphemes, alternative pronunciations for those already known and alternative spellings for phonemes are taught.

New graphemes:

Grapheme known from previous phases	New grapheme to be taught	Example word
ai	ay	day
ou	ow	cow
ee	ea	feast
oi	oy	boy
er	ir	Girl
er	ur	fur
or	aw	paw
or	au	haunt
w	wh	when
f/ff	ph	dolphin

oa	oe	toe
oo	ew	blew

Split digraphs:

a-e (make) e-e (these) i-e (like) o-e (home) u-e (tube)
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New pronunciations for known graphemes:

i (fin, find) o (hot, cold) c (cat, cent) g (got, giant) u (but, put) ow (cow, blow) ie (tie, chief) ea (eat, bread) er (farmer, her) a (hat, what) y (yes, by, very) ch (chin, school, chef) ou (out, shoulder, could, you)
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Alternative spellings for phonemes:

Use Letters and Sounds' DFE Publication for teaching alternative spellings for phonemes.

**Phase 6**

Consolidation of all of above.

Children apply skills and knowledge learned above to become fluent readers and increasingly accurate spellers.

Past tense words.

Adding Suffixes/prefixes to make longer words.

Tricky 'bits' in words and use of memory strategies.

