



**GREAT CHESTERFORD C of E
PRIMARY ACADEMY**

Two are better off than one, because together they can work more effectively.

Ecclesiastes 4:9

Phonics Policy

September 2021

“Together We Are Great”

At Great Chesterford C. of E. Primary Academy, we aim to provide the best possible education for each child within the context of a caring Christian community. Our school values underpin all aspects of school life, including behaviour and relationships within our school. Our school values are: God’s Guidance, Respect One Another, Excellent Behaviour, Aiming High and Tremendous Teamwork.

Our Golden Rule is: “to treat others as you would like to be treated”.

Phonics is taught as part of a broad and balanced curriculum, which will enable each and every child to develop confidently to the very best of their ability. Our curriculum promotes the spiritual, cultural, intellectual, moral, mental physical, health and social well-being of each child. We strive to provide a high standard of education for all children, irrespective of gender, culture, ability or aptitude.

Aims and Objectives

This policy outlines how phonics is taught in Key Stage 1 and Reception (Early Years Foundation Stage). It should be read in conjunction with the school’s English policy. Through our teaching of phonics, we aim for every child to become a confident and enthusiastic reader and to use their phonic skills to make phonetically correct attempts at spellings in their writing. The ability to decode words through synthesis and segmentation is a key skill in reading and writing but it must also be combined with other strategies to develop fluency and understanding. We also teach children to read and spell sight vocabulary high frequency words and common exception words.

Teaching Phonics

Our phonics programme is based on the following principles:-

- a systematic approach to teaching synthetic phonics
- daily fast paced, teaching sessions
- interleaved learning
- modelling by an adult
- active participation throughout each session
- application of learning

Organisation – Reception and Year 1

Phonics is taught twice a day and each session is broken down in to:

- Synthesis
- Segmentation
- Phonics – reading
- High Frequency Decodable and Tricky Words
- Application

Initially the sequence of “my turn/together/your turn” is used when children are learning a new phoneme. This three-step approach allows for modelling, leading and then testing. As the children become more secure, these steps can be reduced to “my turn/your turn” and then just “your turn”.

Phonemes are introduced in a phased order (see Appendix 1). Children are deemed secure at a phase once they are able to synthesise and segment the majority of words in the phase and read phonically correct words within that range.

Synthesis and segmentation

Synthesis is the phonological skill that is linked to reading. This is often called blending. It enables the child to sound out the phonemes in a word and put them together to read the whole word. For example,

d...i...gdig

sh...i...pship

p....ow...er...power

Segmentation is the phonological skill that is linked to spelling. It enables the child to break down the word into phonemes to spell a word. For example,

pat ...p...a...t

trick...t...r...i...ck

fairground...f...air...g...r...ou...n...d

Phonics – reading

During this part of the session, children use their knowledge of phonemes and graphemes to enable them to read words. Initially, the children will learn the 26 initial phonemes/graphemes and then progress to reading two and three sound phonically regular words, for example, at, sun. Once they are fluent, children progress to phonically regular words that contain digraphs and trigraphs. For example, track, train, light.

The children follow three steps when learning to read these words.

- 1 Say out loud each phoneme as the teacher points to it and then say the whole word.
- 2 Say each sound in their head as the teacher points to it and then say the word aloud.
- 3 The teacher runs their finger under the whole word and just the word is said aloud.

High Frequency Words There are one hundred high frequency words which are taught across the phonics phases in Reception and Year 1. The children initially learn to read the words and then begin to practise spelling them too. The words are a mixture of decodable and “tricky” words and it is important for the children’s fluency when reading to be able to recognise the word quickly.

From September 2021, Reception Class will be learning the words in Appendix 2. These words will be replacing the previous list of “sight words”. Year 1 and Year 2 will continue to use the sight word list in Appendix 3.

In addition, there are lists of “Common Exception Words” for Years 1 and 2. For Year 1, most of these words are taught as high frequency words within the phonics phases. There is a separate list of words which will be taught in Year 2.

Application of learning

It is important that the children apply the skills that they are learning in every phonics session. This takes place in various ways, for example, through sharing a text, shared writing or “speedy spellings”. The children have access to a wide range of high-quality resources to support their learning.

Vocabulary sessions are also included where the children learn new words and their meaning. The children are then encouraged to include these words in their speaking and writing.

Application of learning occurs throughout the day during other lessons where children are expected to use their phonics skills in their reading or their writing and through phonics games and activities in the provision.

Organisation – Year 2

The structure of the session outlined above continues until a child is secure at Phase 6.

Learning Beyond Phase 6

Once children are secure at Phase 6, the focus moves onto less common graphemes for phonemes, accurate spelling (including prefixes and suffixes) and learning and applying spelling rules. There will often be a short segmentation and synthesis session to revisit Phase 5 and 6 sounds too.

Interleaved Learning

Interleaved learning allows children to develop one new skill or concept at a time and revisit and practise prior learning.

Equality and Inclusion

All children in school are entitled to have access to high quality phonics teaching. Teaching is differentiated appropriately to take into account specific needs. Where appropriate, a child's One Plan will outline appropriate strategies for delivering phonics teaching which may include additional support from a Teaching Assistant or Learning Support Assistant. Individual short phonics sessions may also be used to provide extra support in the learning of letter sounds. Individual and small group phonics interventions will take place for children in Key Stage 2 who have not reached Phase 6 .

Role of Teaching Assistants

Teaching staff incorporate into their planning the role of the teaching assistant during the phonics session. This may range from leading a phonics session with a group of children or supporting the whole class session. Teaching assistants liaise closely with the teacher, give feedback on the children's progress and may also undertake phonics and high frequency word assessments.

Teaching assistants may also deliver interventions such as individual phonics sessions or precision monitoring where appropriate.

Role of Parents

Reception Class parents are invited to attend a reading workshop that explains how phonics is taught in our school. Parents/carers are asked to listen to their child read regularly and to comment on their progress. Additionally, children in Reception Class, and Year 1 if appropriate, are given phonics sounds to practise each evening.

Classroom Displays

Reception, Year 1 and Year 2 have a phonics and high frequency word display which is used regularly to support the children's learning.

Use of ICT

ICT is used during the phonics sessions in a range of ways, for example, displaying words for reading on the interactive whiteboard, sharing a book using the visualiser and playing phonic games on the ipad.

Reading Books

Once children are secure with the letter sounds of the alphabet, they will be given a reading book to read at home. Reading books are banded by levels of difficulty, in terms of phonics knowledge. Children move through the bands based on the ongoing assessment of phonics and the professional judgment of teachers and teaching assistants. Staff will help select a book that is appropriate to the child's reading ability. In addition, children will have access to our school library and children in Reception, Year 1 and Year 2 will also have the option to bring home an additional book to share with an adult.

Role of Subject Co-ordinator

The English Co-ordinator, in liaison with the Key Stage 1 Leader, oversees the implementation and delivery of phonics teaching. They offer their expertise and guidance to other staff members and, where appropriate, lead staff training. The subject co-ordinator is also responsible for ordering any resources required.

Assessment and Record Keeping

Assessment takes place through informal methods, for example, monitoring a child's participation during a phonics session and their ability to put their learning in to practise in their reading or writing. Children are tested on their knowledge of letter sounds (including digraphs and trigraphs) and names and their ability to read phonetically correct words and high frequency words. A tracking grid is completed and is shared on Teams for teacher access. Formal

testing takes place at regular intervals throughout the year in line with the school's assessment policy. Separate spelling tests and reading age tests may also be used.

Additionally, the Department for Education requires Year 1 children to undertake a phonics screening check during the Summer term. The screening test, carried out by a teacher, requires children to decode real and made-up words. Children who do not meet the standard set by the Department for Education will undertake a further check at the end of Year 2. Parents are informed of their child's results with their school report.

Monitoring

The implementation of this policy will be monitored by the Head teacher, Co-ordinator and Governing Body.

Evaluation, Review and Revision

This policy was written in September 2021. It was drawn up in consultation with, and reflects the consensus of, the Headteacher, members of the teaching staff, members of the Governing Body and the children. It will be reviewed in three years' time or before, if it is felt appropriate.

Signed: Headteacher	Date: September 2021
Signed: On behalf of the Governing Body	Date: September 2021
Next Review Date:	September 2024

References:

Year 1 Phonics Screening – FAQ – Department for Education (accessed online 2/10/12)

<http://www.education.gov.uk/schools/teachingandlearning/pedagogy/phonics/a00198207/faqs-year-1-phonics-screening-check#faq2>

Appendix 1 - Phonics Phases

Phase 2 - a, m, s, t, i, f, d, r, o, g, l, h, u, c, b, n, k, v, e, p, w, j, y, x, q, z, ff, ll, ss, zz, ck

Phase 3 - qu, ch, sh, ng, th, er, ar, or, ur, ai, ee, oo, oa, oi oy, ow, ou, igh, ear, air, ure

Phase 4 – revisiting sounds previously taught in words of four or more phonemes

Phase 5:- g (j phoneme), ay, a_e, ea, ey, e_e, ie, i_e, ow (as in mow), oe, o_e, ue, ew, u_e, oo (as in hook)

Phase 6 - ol, tch, wh, aw, oor, ore, au, are, ear (as in bear), ir, ear (as in earn), ere, eer, our, ph, le, mb, kn, gn, wr, se, ce, ve, dge, re, de, be, pro, pre, age, ous, ward, ence/ense, tion/sion/ssion/shion

Extension - o (as in omit), a (as in acorn), e (as in she), i (as in find), u (as in fluid), eigh (as in sleigh), ey (as in prey), ie (as in priest), y (as in cheeky), ui (as in fruit), ea (as in bread), y (as in fry), y (as in reply), qu (as in quoit), ch (as in orchid), ch (as in chef), ss (as in assure), c (as in species), s (as in measure), sc (as in science), our (as in pour), augh (as in taught), c (as in cinema), cial (as in special), tial (as in essential), ge (as in charge), el (as in tunnel), al (as in capital), il (as in pencil), ies (to replace a y, as in flies), al (as in chalk), all (as in ball), or (as in world), ar (as in warning), o (as in another).

Appendix 2 – High Frequency Words

High Frequency Words

High frequency words are words that appear most frequently in written texts. Many are decodable using phonic skills but there are some, the “tricky words”, which are not phonically regular. High frequency words can make up to one quarter of a text.

Tricky Words		Decodable Words	
Phase 2			
the		a	had
to		an	back
I		as	and
no		at	get
go		if	big
into		in	him
		is	his
		it	not
		of	got
		off	up
		on	mum
		can	but
		dad	
Phase 3			
he	you	will	see
she	they	that	for
we	all	this	now
me	are	then	down
be	my	them	look
was	her	with	too
Phase 4			
went		said	were
it's		have	there
from		like	little
children		so	one
just		do	when
help		some	out
		come	what
Phase 5			
NB: Some of the words that were tricky in earlier phases become fully decodable in Phase 5.			
don't	day	oh	
old	made	their	
I'm	came	people	

by	make	Mr
time	here	Mrs
house	saw	looked
about	very	called
your	put	asked
		could

Appendix 3 - Sight Word List

a	come	into	once	then
about	could	is	one	there
after	did	it	other	they
all	do	last	our	this
am	down	like	out	three
an	for	little	over	time
and	from	live	put	to
are	get	look	up	today
as	go	made	us	too
at	got	make	said	two
away	had	me	saw	very
back	has	my	see	was
be	have	new	she	we
because	he	next	so	went
big	her	not	some	were
but	here	now	take	what
by	him	of	that	when
call	his	off	the	will
came	I	old	their	with
can	in	on	them	you