

St. Luke's C.E (Aided) Primary School



Phonics Policy

September 2022

Phonics lead: Mr M. Bell

School vision- *Let your light shine, live life to the full, respect and care for all, create a happy and safe world for everyone.*

Bug Club Phonics

Intent

At St. Luke's C of E Primary School we are committed to the delivery of excellence in the teaching of Phonics. We aim to develop each child so that they are able to read with fluency as well as develop a love of reading that will stay with our children all their lives. Being able to read is the most important skill children will learn during their early schooling and has far-reaching implications for lifelong confidence and well-being. The use of phonics is one of the many skills needed to be able to be a reader and writer. We aim to teach high quality phonics to ensure the children have the best start possible in reading and writing. The learning of phonics is the beginning of children's body of knowledge, skills and understanding that are an essential part of learning to read. In order to read and understand texts children must learn to recognise/decode the words on the page. Good quality phonics teaching allows the child to be secure in the skills of word recognition and decoding which allows children to read fluently. This will result in children being able to read for pleasure and will allow them to move onto developing higher order reading for meaning skills.

Our children are entitled to a Phonics curriculum which enables them to:

- Gain a progressively deeper understanding of the phonetic structure of the English language.
- Apply their phonic knowledge and skills to decode unfamiliar words fluently and accurately.
- Read rapidly to apply what they have learned across the whole curriculum.
- Create fluent readers, confident speakers and willing writers. develop a life-long love of reading.

Implementation

In line with the School's policy and commitment to excellence in Phonics, each class in Foundation Two and KS1 will teach phonics as a discrete lesson every day and will include phonics as part of teaching and learning throughout other curriculum lessons on a daily

basis. The structure of each lesson at St. Luke's and the journey of Phonics across the week enables all aspects of the blending and segmenting of phonemes/graphemes; lessons are planned from the bug club programme to meet the needs of all our learners. The teacher should provide stimulating experiences and opportunities to motivate the child, using a range of resources to engage individuals and groups of children as part of their continuous provision as well as the actual phonics lesson.

Approaches to phonics - We believe that phonics teaching should be:

• Systematic • Discrete • Interactive • Practical • Engaging • Multi-sensory • Differentiated

Teaching and Learning –

Our children are provided with a variety of opportunities to develop and extend their phonics skills in and across Foundation Two and Key Stage 1. It will also be continued into Key Stage 2, where necessary to support those children who do not yet have the phonic knowledge and skills they need. Discrete phonics lessons take place daily across Reception and Key Stage 1. They follow the cycle of '**Assess, Teach, Practise, Apply**' to ensure that children are consolidating phonic knowledge and skills over time and that they are able to apply them in context. Consequently, wherever possible, links between phonics knowledge and understanding are made to learning in both Reading and Writing. These lessons proceed at pace and incorporate a wide range of practical and interactive learning opportunities to engage the children. These learning opportunities are carefully chosen to ensure that children develop their skills in aural discrimination and phonemic and rhyme awareness, blending and segmenting as well as grapheme-phoneme correspondence.

Impact

Through implementing the above and careful monitoring from the phonics lead:

- Pupils will be confident in their phonic knowledge
- Pupils will be able to blend and segment words confidently
- Pupils pass the Phonics Screening Test
- Pupils learn to love reading through fun but challenging phonic activities
- A culture where a secure knowledge of phonic sounds enables reading for pleasure as part of our reading curriculum.

Age Related Expectations for the end of the school year:

By the end of EYFS children should:

ELG: Word Reading

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

By the end of Year 1 children should:

- Apply phonic knowledge and skill as the prime approach to reading unfamiliar words that are not completely decodable.
- Read many frequently-encountered words automatically.
- Read phonically decodable three-syllable words.
- Read a range of age-appropriate texts fluently.
- Demonstrate understanding of age-appropriate texts.
- Read decodable words that end –s, –es, -ing, -ed, -er, -est
- Say the correct sound to grapheme for all the 40+ phonemes up to Phase 5.

By the end of Year 2 children should:

- Read accurately most words of two or more syllables.
- Read most words containing common suffixes.
- Read and spell most common exception words for year 2.
- Read words accurately and fluently without overt sounding and blending.
- Sound out most unfamiliar words accurately, without hesitation.
- Segment spoken words into phonemes and represent these by graphemes.

The Phonics Bug Phonics is to be taught daily for a minimum of 20-30 minutes in Early Years and Key Stage One following the Phonics Bug programme. Bug Club Phonics teaches a new grapheme and related phoneme, or alternative spellings to previously-taught phonemes, in every Phoneme Session. This fast pace, backed up by daily revision of past teaching, has proved the most effective and successful method to ensure children are knowing and learning more. This means that the basic 40+ phonemes (Units 1–12), and then the alternative spellings of these phonemes (Units 13–30), are acquired quickly, and early reading skills develop rapidly. Decodable readers are introduced after just 10 days' teaching

at the end of Unit 2. This enables children to apply the taught strategies and enjoy contextualised reading early on. The order of grapheme introduction (see below) ensures that children start reading and spelling a wide range of words at the earliest possible stage.



Phase	Unit	Focus	Not fully decodable words (irregular words)
2	1	s a t p	
	2	i n m d	
	3	g o c k	to
	4	c k e u r	the, no, go
	5	h b f, ff l, ll ss	l, into
3	6	j v w x	me, be
	7	y z, zz qu	he, my, by
	8	ch sh th ng	they, she
	9	ai ee igh oa oo (long) oo (short)	we, are
	10	ar or ur ow oi	you, her
	11	ear air ure er	all, was
4	12	Adjacent consonants (cvcc, ccvc, ccvcc, cccvc, cccvcc)	said, have, like, so, do, some, come, were, there, little, one, when, out, what

Phase	Unit	Focus	Irregular/High-frequency words
5	13	zh wh ph	oh their
	14	ay a-e eigh/ey/ei (long ai)	Mr Mrs
	15	ea e-e ie/ey/y (long ei)	looked called asked
	16	ie i-e y i (long ii)	water where
	17	ow o-e o/oe (long oi)	who again
	18	ew ue u-e (long ui) u/oul (short oo)	thought through
	19	aw au al	work laughed because
	20	ir er ear	Thursday Saturday thirteen thirty
	21	ou oy	different any many
	22	ere/eer are/ear	eyes friends
6	23	c k ck ch	two once
	24	ce/ci/cy sc/sf/se	great clothes
	25	ge/gi/gy dge	it's I'm I'll I've
	26	le mb kn/gn wr	don't can't didn't
	27	tch sh ea /w/a o	first second third
	28	suffix morphemes ing ed	clearing gleaming rained mailed
	29	plural morphemes s es	men mice feet teeth sheep
	30	prefix morphemes re un prefix+root+suffix	vowel consonant prefix suffix syllable

Phase 2 to 4 are delivered throughout Foundation Two and Phases 5 and 6 in Key Stage 1. Phonics planning is provided within our SPP programme. Teachers and teaching assistants enhance planning to ensure that there is a multi-sensory approach to the delivery of the direct teaching sessions but remain within the teaching sequence to ensure consistency across the key stages in the delivery of phonics.

Resources

Children will use a range of resources including whiteboards, pens, magnetic letters and GPC sound mats. We also encourage the children to work on tables to ensure correct posture for improving handwriting and fine motor development. The Phonics Bug provides a range of digital resources that can be allocated to the children post direct teaching sessions such as interactive games that allow for the application of newly taught knowledge. All classrooms must display friezes and/or grapheme wall posters that match the GPCs and progression of the Phonics Bug Programme.

Organisation

Children work in their classroom within their own year group. Some classes may split the cohort into smaller groups depending on if they have a regular TA support. Teaching assistants will also lead groups.

Letter formation

Bug Club Phonics teaches letter formation (for both lower case and capital letters) at the point of introduction of every grapheme, talking-through element of such teaching also supports the children's cognitive processes. Our letter formation uses four groups of letters that we call – 'curly caterpillar letters', 'ladder letters', zig-zag monster letters and 'robot arm letters'.

Assessment

Teachers assess children's understanding of phonics half-termly using the assessment tools provided by the Phonics Bug. These can be reviewed alongside the assessment data generated from their online reading quizzes/interaction to provide a level of understanding within their phase. This is recorded using an excel tracking sheet for each child stating whether they are working within or are secure within a phase. The data is analysed half termly to provide an overview of children's phonics stages in classes, key stages and overall.

Home Reading

Bug Club Phonics is supported by decodable reading books which match the order of phoneme introduction. All of our home readers are decodable and have been organised to match the Bug Club Phonics progression. There are a variety of books to match each unit of the teaching programme. Following half termly assessments children are matched to the correct unit of home reader. Thus providing an opportunity for the children to practise and consolidate their learning at each stage. The Bug Club Phonics readers are designed to support children in practising and consolidating the knowledge they acquire during the whole-class Teaching Sessions. Bug Club's online reading world helps children improve core reading skills at school or home with exciting texts and fun rewards. It also enables teachers to monitor every child's progress. Children will receive 1 home reader from the bug club range and 1 allocated eBook from the Bug Club eBook library each week.

Meeting the need of the lowest 20% of children

A phonics baselining assessment is completed during the first six weeks of the school year. This aids the identification of those children who required additional support. Children working within the lowest 20% will be supported by the following provision:

- eBooks and digital games by phonics set allocated and monitored weekly by the class teacher.
- Children to receive direct phonics teaching in smaller group tailored to their specific needs. This might be with a TA.
- Children to read 1 eBook and complete quiz in school each week with support of class teacher or TA
- Children to receive precision teaching intervention daily.

Support/Guidance for Parents/Carers

Communication between home and school occurs daily through the children's reading diaries or through our class email or marvellous me. A guide to the phase is provided each time a child moves into a new phase within their home readers. The guide includes a glossary, a list of phonemes, a list of tricky words and suggestions for how to share their home readers with their child. We also have a phonics webpage with a range of information for parents to access including a; 'all you need to know about phonics' section and a 'jargon buster' section. We also aim to deliver a phonics training evening to all new parents in the Autumn term.

Monitoring and Review

It is the responsibility of the staff to follow this policy. This policy will be reviewed before the start of each academic year and will evolve to incorporate the views of all staff concerned.

Reviewed by: Mr M. Bell

Date: September 2022

Next review date: September 2023

Signed: