

# **Pot Kiln Primary School**

## **Phonics Policy**



### **At Pot Kiln Primary School our aims are:**

- To establish consistent practice, progression and continuity in the teaching and learning of phonics throughout the school with a focus on quality first teaching.
- To ensure that systematic synthetic phonics follow the sequence of learning outlined in the Letters and sounds document.
- To have robust assessment procedures to check progress and identify pupils in need of intervention.
- For pupils to apply their phonic knowledge in their reading and writing across the whole curriculum.

### **These are the non-negotiables for teaching phonics at Pot Kiln:**

- Daily 20 minute phonic sessions in EYFS, KS1 and regular intervention in KS2.
- To follow the order of teaching as laid out in letters and sounds document (bespoke Pot Kiln Planning)
- To ensure every lesson is taught using the structure of, introduce, revisit, teach, practice, apply.
- To use the mnemonics multisensory approach used in Jolly Phonics.
- To ensure that the teaching of the letter formation is embedded in the daily phonics sessions.
- To not be over reliant on work sheets, one A3 copy as a model for the class is sufficient.
- To ensure that phonics is regularly assessed and monitored.

### **Phonics in EYFS and KS1**

- Daily discrete phonics sessions start in Nursery and continue until the end of Year 2 when the great majority of children should be confident readers. The teaching of phase 6 grammar will be embedded in the units of learning during the English sessions.
- Children are introduced to the key phonics terminology including phoneme, grapheme, digraph, trigraph and split digraph.
- Sounds taught are 'pure' i.e. b not 'bu' as this is central to phonics teaching and ability to recognise sounds in words. During teaching pupils are seated where they can clearly see the adult's mouth in order to learn the correct pronunciation of sounds.
- Sound buttons are used in phonics teaching.
- Phonics is taught in short, briskly paced sessions and then applied to reading and writing in meaningful contexts
- All activities are well matched to the children's abilities and interests, and all classroom environments have age appropriate resources, concentrating on both sounds and key words.
- All phonics sessions are differentiated to match the various abilities within the class, including challenges for the more able pupils.
- Teaching assistants are used within the daily phonics sessions to support pupils learning.
- Children in need of intervention will be identified and phonics interventions will be provided for them outside the daily timetabled phonics session.

### **Phonics in KS2**

- The children in KS2 have phonics sessions as an intervention the impact of this will be tracked by the class teacher.
- Phonics intervention will continue for those pupils that did not pass the phonics screening test in year 1 or subsequent years.
- Additional pupils will be identified as needing phonics intervention through

assessment of their reading, writing and spelling. This could include x code sessions.

- Phonics sessions in KS2 will follow the non-negotiables of teaching phonics at Pot Kiln School.

## Assessment

- In Year 1, (Year 2 Covid-19) the pupils will take a phonics screening check. This assessment will confirm whether individual pupils have learned phonic decoding to an appropriate standard. If a child does not reach the appropriate standard, then an additional support will be put in place in order for the child to make accelerated progress with their reading and writing.
- If a pupil does not pass the phonics screening in their current year, they will be re-screened year on year until they reach the appropriate standard in phonics.
- Data on the pupil's progress will be collected in Reception classes every half term and termly in year 1 and subsequent years.
- Reception will use the twinkl phonics screening sheets as this contains an AFL sheet.
- From year 1 a past phonics screening test will be used to track progress.

## Appendix

### What is phonics?

- This is the knowledge of how alphabetic sounds work and how these sounds are combined to correspond to the spoken word.
- It includes the skills of blending for reading and segmentation for spelling. Blending is the skill of building words by merging phonemes together – this is used when reading words. Segmentation is breaking down a word into its component phonemes –this is used when spelling words
- A phoneme is the smallest unit of sound in a word. It is generally accepted that there are 44 different phonemes in the English language. In phonics the children are taught each of these phonemes and the alternative graphemes (different ways of writing) these phonemes.
- A grapheme is the written symbol of a phoneme
- Some phonemes are written with two letters – these are called digraphs. Some phonemes are written with three or more letters – these are called trigraphs.
- Split digraphs are two letters that make one sound, but the letters are not adjacent in a word (they are split by another letter). E.g. cake, these, tile, nose, tune
- Tricky words are words which children are unable to read using their phonic knowledge.
- High frequency words are a set of words that the child should be able to read at the end of the current year that they are working in.

### Useful Resources

Jolly Phonics Parent Support

<https://www.jollylearning.co.uk/school-closure-support-for-parents/>

Jolly Phonics phase 2 songs and actions

<https://www.youtube.com/watch?v=jvAYUvQURGo>

Jolly Phonics phase 3 songs and actions

<https://www.youtube.com/watch?v=ZXgfO1jSljQ>

### Games

Phonics Play

<https://www.phonicsplay.co.uk/>

Teach your monster to read

<https://www.teachyourmonstertoread.com/>

## Overview of the teaching sequence for Phonics at Pot Kiln

Letters and Sounds Phase	Approximate age and stage	Phonics teaching (Letters and Sounds sequence)	Tricky words	Links to Jolly Phonics and other resources
Phase 1	Nursery and Reception (ongoing)	<p><b>Environmental sounds</b> – develop listening and awareness of sounds</p> <p>-</p> <p><b>Instrumental sounds</b> – develop awareness of instrument sounds</p> <p><b>Body Percussion</b> – to develop awareness of sound and rhythms</p> <p><b>Rhythm and Rhyme</b> – to experience rhythm and rhyme and develop awareness of rhythm and rhyme within speech.</p> <p><b>Alliteration</b> - to develop understanding of alliteration</p> <p><b>Voice Sounds</b> - to distinguish between different vocal sounds (including oral blending and segmenting)</p>		Phonics Play games
Phase 2	Reception (and Nursery when ready)	<p>Children to be taught the phase 2 phonemes in the following order alongside the written grapheme.</p> <p>Set 1 – s, a, t, p</p> <p>Set 2 - i, n, m, d</p> <p>Set 3 – g, o, c, k</p> <p>Set 4 – ck, e, u, r</p> <p>Set 5 – h, b, f, ff, l, ll, ss</p> <p>Children to be taught to orally blend and segment CVC words using the phase 2 phonemes.</p>	the, to, l, no, go	<p>Jolly Phonics Handbook</p> <p>Jolly Phonics actions</p> <p>Jolly Phonics stories: Books: 1, 2, 3,</p> <p>Jolly Phonics songs</p> <p>Phonics Play – sentences</p> <p>Phonics play games</p>
Phase 3	Reception	<p>Set 6 – j, v, w, x</p> <p>Set 7 – y, z, zz, qu</p> <p>- sh, th, ch, ng</p> <p>- ai, ee, long oo, short oo</p> <p>- oa, ar, or, igh</p> <p>- ur, ow, oi, ear</p> <p>- er, air, ure</p> <p>Completes the teaching of the alphabet and moves on to sounds represented by more than one letter. The children will learn letter names and how to read and spell some tricky words</p>	he, she, we, me, be, was, my, you, they, her, all, are	<p>Jolly Phonics Handbook</p> <p>Jolly Grammar 1</p> <p>Jolly Phonics actions</p> <p>Jolly Phonics stories: Books: 4, 5, 6, 7</p> <p>Jolly Phonics songs</p> <p>Phonics Play – sentences</p> <p>Phonics play games</p>
Phase 4	Reception and Year 1	<p>The children learn to read and spell words containing adjacent consonants</p> <p>Children to revise and recall all Phase 2 and 3 phonemes.</p> <p>Children to read and write CCVC and CVCC word</p>	said, so, have, like, some, come, were, there, little, one, do, when, out, what	<p>Jolly Phonics Handbook</p> <p>Phonics Play – resources / sentences</p> <p>Phonics Play games</p>
Phase 5	Year 1 (Covid recovery Year 2)	The children broaden their knowledge of sounds for use in reading and spelling. They will begin to build word-specific knowledge of the spellings of words.	oh, their, people, Mr, Mrs, looked, called, asked, could, should, would (Phase 5a)	<p>Jolly Grammar 1 and 2</p> <p>Jolly Phonics actions</p> <p>Jolly Phonics stories</p> <p>Phonics Play – sentences</p> <p>Phonics Play games</p>

		<p>Sounds: ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a_e, i_e, u_e, o_e</p> <p>Learning alternative pronunciations and spellings of the different graphemes and phonemes.</p> <p>Basic introduction to grammar</p>	<p>water, through, different, where, work, any, who, mouse, eyes, again, many, friends, thought, laughed, once, because, please</p>	
Phase 6	Year 2 (onwards)	<p>Working on spelling, including prefixes and suffixes, doubling and dropping letters etc.</p> <p>Vowel suffixes</p> <p>Additional suffixes</p> <p>Letter strings</p> <p>Homophones</p>		<p>Embed this learning into English units</p> <p>Spelling play games</p>