



Phonics Policy

At Gascoigne Primary School we believe that fostering the love of reading is the key to all learning. We teach high quality phonics to ensure that our children have the best start possible in reading and writing. Good quality phonic teaching secures the crucial skills of decoding and word recognition which allow children to read accurately and fluently. We teach phonics using the phonics programme: ***Read Write Inc.***

What is Phonics?

- This is the knowledge of how letters or groups of letters represent sounds and how these sounds are combined to correspond to the spoken word.
- The sounds are made by blending letters to correspond to the spoken word.
- Graphemes are the written equivalent of the sounds.

Aims

- To present high quality, systematic phonic work, which establish consistent practice, progression and continuity.
- To enable children to start learning phonic knowledge and skills by the age of four, with the expectation that they will become fluent readers, having secured word building and recognition skills, by the end of Key Stage One.
- To ensure that children apply phonic knowledge as their first approach to reading and spelling, even though all words do not conform to regular phonic patterns.
- To ensure that the children are taught common exception words that do not conform to regular phonic patterns and the high frequency words.
- To ensure that children have opportunities to read texts and words that are within their phonic capabilities as early as possible.
- To encourage 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.
- To help children to apply the skill of blending sounds in order to read words.
- To help children to segment words into their constituent sounds in order to spell words.
- To help children access the world of and enjoyment of reading and writing.

Curriculum design

1. Developing children's phonological awareness (children at the very early stages of learning to read)

We focus on developing children's:

- **Language comprehension.** We believe that children need rich language experiences that include good language role models, opportunities for silence and careful listening, and play and interaction that enables them to engage in talk.
- **Physical activity that supports sensory awareness and integration.** Physical development is integral to learning. Children need to develop a range of physical skills to be able to engage effectively in learning, including being able to sit still and focus. This includes, balance and proprioception, crossing the midline, and sensory awareness and integration.
- **Meta-linguistic awareness.** To access phonics teaching with success, pupils need to be able to think and talk about language. This is achieved in the specific ways in which we interact with children, through language-play, and through reading storybooks in ways that draw children's attention to language.
- **An understanding of the functions and forms of print.** Developing children's understanding of why, where and how print (including digital print) is used, so that learning phonics and to read and write are meaningful activities.
- **Phonological awareness.** Phonological awareness begins and flows from the ability to hear, recognise and label environmental sounds. Pupils are engaged in regular singing and musical activities during this stage. The final stage of phonological awareness is phonemic awareness. This is the ability to hear, identify and orally manipulate phonemes. Oral Fred Talk sessions are built into the planning and provision.

2. Delivery of Phonics

- The teaching of phonics takes place daily and is based on the Read, Write, Inc. Phonics programme.
- The sounds are to be taught in a specific order.

Organisation/Guidelines – EYFS and KS1

- Staff will use the blueprint lesson plans in Handbook 1 or Handbook 2 for their phonics lessons.
- Children will be assessed every 6-8 weeks and will be regrouped based on the outcome of the assessments.

Expectations

	<u>Nursery</u>	<u>Reception</u>	<u>Year 1</u>
End of Autumn term	Developing Phonological awareness	Know set 1 sounds <u>and</u> blending (1C)	Know set 2 sounds
End of Spring term	Developing Phonological awareness 1(a)	Red	Yellow
End of Summer term	Developing Phonological awareness 1(b)	Green/Purple	Blue/Grey

We recognise that there will be children who need further support or extension.

Organisation/Guidelines - KS2

Teaching of phonics in KS2 is very dependent on where children are at on entry into Year 3 and beyond. Where necessary, staff may need to refer to and deliver phonics lessons (whole class based, small group work or intervention groups) based on their children's needs.

Cross Curricular Links

Children are exposed to a wide variety of books and texts to develop their love of reading. We encourage children to apply their phonic knowledge to read and write. In the EYFS children are given a range of opportunities to develop their mark making into early writing using their phonic knowledge.

Monitoring

- Regular monitoring of staff responsible for the teaching of phonics will take place to ensure quality and consistency of teaching.
- Tracking grids, books and learning walks will be used to monitor children's progress.
- Results from the Phonics Screening Check will be used to identify groups of children meeting the expected standard and those who have not done so. Additional support will be provided for children who will re-take the Check in Year 2.

Assessment

- Phonics assessments take place in Reception, Year 1 and Year 2 every 6 – 8 weeks. In KS2 assessments will take place as appropriate.

- In Year 1 children will take the national Phonics Screening Check in June. Those children who did not meet the expected standard in Year 1 will retake the Check in Year 2. The Check gathers information on the children’s ability to blend and segment words and alien words.

Parental Involvement

Workshops for parents are run throughout the year. These workshops focus on developing parents’ subject knowledge in the teaching of phonics and how they can support their children at home with their reading.

Home reading

RWI levels	Home readers		
1a & 1b	*Speed sound cards to practice sound recognition. *Handwriting phrases	Wordless books (Lilac)	Free choice book (Library/Book corner)
1C & Ditty	*Sound blending book bag books *Ditty photocopyables	Colour Band books: pink/red decodable (benchmarked)	Free choice book (Library/Book corner)
Red - Purple	Story Books in class, Black and White copies of Story books to go home	RWI: Red- Purple book bag books (decodable) OR Colour Band books: yellow/blue (benchmarked)	Free choice book (Library/Book corner)
Pink - Grey	Story Books in class, Black and White copies of Story books to go home	Colour Band books: green to gold (benchmarked)	Free choice book (Library/Book corner)

Children developing their phonological awareness will take home Book bag books (Lilac) and Free choice books

Every child will also have access to e-books on **Bug club**. Account login details are shared with parents/Carers.

Once children have passed through the GREY RWI level they will continue to take Colour band books (benchmarked) and a Free choice book home as per the reading policy. In class children will proceed to RWI Comprehension (a 14 week programme)

“Reading feeds the imagination, it expands horizons and offers new and exciting ways of seeing and making sense of our lives and of the world around us.”

Michael Morpurgo

Anre Buchner, Phonics Lead

See Appendix 1 for RWI and Colour book band correlation chart

Appendix 1

Read Write Inc and Colour Book band Correlation Chart

Read Write Inc. 	Book Colour Band
1 C & Ditties pages 1-12	1 Pink
Ditties pages 13-42 RED books	2 Red
Stories Set 1 Green books	3 Yellow
Stories Set 2 Purple books	4 Blue
Stories Set 3 Pink books	5 Green
Stories Set 4 Orange books	6 Orange
Stories Set 5 Yellow books	7 Turquoise
Stories Set 6 Blue books	8 Purple
Stories Set 7 Grey books	9 Gold