

MANOR ROAD PRIMARY SCHOOL



PHONICS POLICY

January 2022





Manor Road Primary School

PHONICS POLICY

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PHONICS AT MANOR ROAD

Introduction

This policy reflects the values and philosophy of Manor Road Primary School in relation to the teaching and learning of Phonics. It sets out a framework within which teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment. The policy should be used in conjunction with the Expectations for Teaching Phonics which sets out in detail what children in different classes and Key Stage One will be taught.

This document is intended for:

- All teaching staff
- All staff with classroom responsibilities
- School Governors
- Parents

Aims

At Manor Road Primary School, we aim to provide high- quality phonic sessions (Bug Club Phonics) to ensure that all children have the best opportunities provided to them in order for them to become competent and confident readers and writers.

We aim to secure skills of word recognition and decoding which will enable children at our school to read fluently.

Planning and Organisation

We follow the Letters and Sounds principles and practice of high quality phonics, which can be found on the internet. This is consolidated with Pearson Bug Club books and the online learning platform 'Active Learning'.

However, we have changed elements of some to meet the need of the children at Manor Road- *See Appendix 1.*

There are six phases within Letters and Sounds which run from Reception to Year two. There is time scale guidance in the Letters and Sounds document; however, at Manor Road the time we spend on each phase reflects the children's learning and progress.

Daily sessions of approximately twenty minutes take place within EYFS and KS1. Children are taught in whole class groups and children are given boosters and 'keep up' sessions if needed. Groups are reviewed regularly to ensure that children are being challenged and gaps in learning are targeted.

Teaching Assistants

Manor Road Teaching Assistants play an active role in supporting targeted groups of children. Children working well below the national average for phonics are placed into smaller groups to ensure adequate progression through the phases, usually in the afternoon or before lunch. These children are taught by both the Teachers and TA's, usually on a half termly rotation. The lowest attaining 20% of children are put onto 'phonic probes'- See *Appendix 2*.

Elements of Bug Club Phonics

There are 4 elements to a session: review, teach, practise and apply.

Review - Flashcards should be used daily to recap graphemes previously taught. Words/phrases which also review the previous week/days learning. This section should be very fast paced and allow children to apply their prior learning quickly.

Teach – This section should have some new learning and teach reading or writing skills. It should include any songs and actions from The Bug Club Scheme/ Espresso/ Phonics Play video links or the teacher's own resources, to allow the teaching to be as engaging as possible.

Practise – This section should allow children to practise their reading/writing skills. This could be done with words, phrases or sentences. Children should be supported where necessary and work amongst peers e.g. playing games together to apply their teach section.

Apply – This section should give children the opportunity to apply their skills independently through reading/writing a range of words/phrases/sentences in games.

What a session should look like

A phonics session should be fast paced. Staff should aim to follow the same routine daily so that children get used to routines. Using the outdoors is also encouraged to ensure children are stimulated and engaged.

Timings

Phonics sessions take place between 9:50-10:15 every day. Ensuring the appropriate time is spent on each section is essential to ensure children can apply their teaching.

Times are approximately as follows

(depending on the group):

- Revisit/review - most recent phonemes or gaps **3 minutes** (*this is vital every day and the graphemes should be displayed in the order they are being taught or as flashcards*)
- Teach – **5 minutes**
- Practise – writing in books/ sentences/ reading captions **8 -10 minutes**
- Apply –can be differentiated with different words or captions, writing on whiteboards/ games to consolidate **5 minutes**

Planning Format

At Manor Road we follow the order of sounds in Bug Club Phonics and staff report back to the Deputy Head half termly on progression and groupings.

We use the Bug Club Assessment and Progression in phonics document to ensure we keep a close eye on children's progress.

Spellings

Spellings are an important aspect of Bug Club Phonics. Before children are given spellings they must be able to orally segment using their robot arms in order to be able to access writing words. Most children are given 5-10 spellings per week. Children who struggle with spelling as an element in their writing will complete Phonics Probes also.

Spellings are given out and tested on a Thursday/Friday. We use spellings linked to the graphemes being taught in school. When giving spellings out we ensure our handwriting is modelled according to our school scheme. A record of spelling scores should be kept and discussions with parents should take place if children are getting low scores regularly.

Resources

We have a bank of resources in each classroom, on Staff Shared and staff members often share, to ensure we can cater for a range of games and activities. Resources are often made in the EYFS and KS1 to link to children's interests.

Staff also use the family posters. These are given to parents at the beginning of the school year and throughout to ensure language is similar to how children are being taught in school. See *Appendix 3*.

Teaching of Tricky Words

Tricky words should be taught alongside sounds from each phase and recapped regularly during the review aspect of your lesson. Tricky words should also be taught during English lessons too. When teaching tricky words we use a range of websites and actions. Children have a green card which sits in their books with the tricky words on so they can refer to them in writing.

Assessment

Informal Assessments

Informal assessment should be ongoing throughout each phase with formal assessment (when necessary) taking place on a regular basis. Both types of assessments should be used to inform planning and teaching (assessments should be then passed to the Deputy Headteacher). Formal assessment can be completed at any time during the phase. Year One children start to use past Phonic Papers in Spring to prepare for the Year One Screening Check.

Formal Assessments

A week (quicker if possible) should be allocated to assess the children on the sounds and words appropriate to their phase. Whilst staff members undertake assessments, children should be participating in a range of independent activities linked to their phase.

Assessments aspects that children have achieved need to be highlighted and annotated where appropriate. The date or term of assessment should be highlighted at the top of the sheet/booklet.

Phonic Screening Check

In June children in Year One take a national phonic screening test to confirm whether they have learnt phonic decoding to the expected standard. The check consists of 20 real words and 20 non-words that children read aloud to the teacher. Samples of the test can be found at www.gov.uk. If children do not pass the test in Year One they have another opportunity in Year Two. Parent/carers will receive a letter stating whether their children has met the expected standard. This should go out with the child's report.

Non words/ Alien words

Children should be introduced to non-words from EYFS to allow them to get used to reading them. Non-words should be taught alongside real words to allow children to apply their sounds and develop an understanding of word meanings. Activities such as alien shopping lists and IWB games e.g. buried treasure on Phonics Play are fantastic to develop children's understanding of real words and non-words.

Policy written by: Kellie Foulds

Policy written: January 2022

Policy to be reviewed: As required

Phonics Progression at Manor Road

Phonics Expectations

Daily Discrete Phonics session - from Phase 2 onwards

Model for daily teaching of phonic skills and knowledge

Multi-sensory, interactive and FUN

REVISIT AND REVIEW

Recently and previously learned phoneme-grapheme correspondences, blending and segmenting skills as appropriate



TEACH

New phoneme-grapheme correspondences; skills of blending and segmenting; tricky words



PRACTISE

New phoneme – grapheme correspondences; skills of blending and segmenting



APPLY

New knowledge and skills while reading/writing (**writing every session from Phase 2**)

Suggested timings

- Revisit/review - most recent phonemes or gaps **3 minutes** (*this is vital every day and the graphemes should be displayed in the order they are being taught or as flashcards*)
- Teach – **5 minutes**
- Practise – writing in books/ sentences/ reading captions **8 -10 minutes**
- Apply –can be differentiated with different words or captions, writing on whiteboards/ games to consolidate **5 minutes**

NB In total no longer than 20 minutes

Note of caution

If using an Interactive Whiteboard ensure that all children are actively involved and not just sitting looking at the board!

Year Group: Reception

Letters and Sounds is followed throughout KS1 and this is supplemented using the Pearson Bug Club Phonics books and the Active Learning interactive reading platform online.

Reception Autumn Term					
	Phase/ Set	Sounds	HFW	Tricky Words	
Phase 1 throughout	Week 1 ASSESSMENTS TO GROUP	Phase 1	Aspect 1- General sound discrimination- environmental		
	Week 2 ASSESSMENTS TO GROUP	Phase 1	Aspect 2/3- instrumental sounds, body percussion		
	Week 3	Phase 1	Aspect 4- Rhythm & Rhyme Aspect 5- Alliteration		
	Week 4	Phase 1	Aspect 6- Voice sounds Aspect 7- Oral blending and segmenting		
	Week 5	Phase 2 Set 1	s a t p	a	
	Week 6	Phase 2 Set 1	i n m d	Is in it at	
	Week 7	Phase 2 Set 2	g o c k		and to Start Reading books- fluency should be 90%
	Week 8	Phase 2 Set 4	ck e u r		go the no
	Week 9	Phase 2 Set 5	h b f/ff s/ss l/ll		ENSURE ALL CHILDREN CAN READ/WRITE CVC WORDS CONTAINING THE GRAPHEMES TAUGHT. l into
	Week 10		h b f/ff s/ss l/ll		l into

Week 11	ASSESSMENTS Identify gaps for planning. Ensure children are now writing and reading cvc words. Group into phase 3/ phase 2 catch up Pass to the Deputy Headteacher.	Start phonic probes for those lower 20% of children not remembering sounds/ HFW.		
Week 12	Phase 2 recap	S,a,t,p,i,n,m,d,g,o,c, k, ck, e, u, r, h, b, f, ff, l, ll,		
Week 13	Phase 3 Set 6	J v w x		Learn alphabet song me be
Week 14	Phase 3 set 7	Y z qu		he my by
Week 15	Christmas Play week- recap on phases so far			

Reception Spring Term					
Phase 1 throughout	Phase/ Set	Sounds	HFW	Tricky Words	
	Week 1	Phase 3 set 8	Sh ch th ng		they she
	Week 2	Phase 3 vowel digraphs	ai ee igh ow		we are
	Week 3	Phase 3 vowel digraphs	Oo ar or		they she we are
	Week 4	Phase 3 Vowel digraphs	Ur ow ir		you her
	Week 5	Phase 3 Vowel digraphs	Ear air ure		all was
	Week 6	Phase 3 vowel digraph	Er Revise all sounds		all was
	Week 7	Assessment	Revise all sounds		All are
	Week 8	ASSESSMENTS Identify gaps for planning.			

		Ensure children are now writing and reading cvc words. Group into phase 4/ phase 3 catch up Pass to the Deputy Headteacher and phonic probes information			
	Week 9	Phase 4 cvcc words			said have like so do
	Week 10	Phase 4 cvcc ccvc ccvcc words			some come were there
	Week 11	Phase 4 tricky words adjacent consonants Cccvc cccvcc			little one when out what
	Week 12	Phase 4 HFW and adjacent consonants			

Reception Summer Term					
		Phase/ Set	Sounds	HFW	Tricky Words
Phase 1 throughout	Week 1	Recap on phase 2/3/4 Regroup into a phase 5 group and a phase ¾ catch up group pass to the Deputy Headteacher			
	Week 2	Sentence work using all sounds in phase 2 /3 and cvcc words	All sounds Zh wh ph	All HFW	All tricky words
	Week 3	Phase 5 Families throughout	Ay a-e ie ey ai family		Oh their people
	Week 4	Phase 5	Ay a-e ie ey ai family		Mr Mrs
	Week 5	Phase 5	Ea ee e-e ie ey y family		Called asked looked
	Week 6	Phase 5	Ea ee e-e ie ey y family		Called asked looked

Week 7	Phase 5	Igh ie i-e y i family		Water where
Week 8	Phase 5	Igh ie i-e y i family		Water where
Week 9	Phase 5	Ow o-e o oe family		Who again
Week 10	Phase 5	Ow o-e o oe family		Who again
Week 11/12	Recap Assessments and groupings for Year 1 to the Deputy Headteacher			

Year Group: Year One

Year 1 Autumn Term				
	Phase/ Set	Sounds	CEW Reading	CEW Spelling
Phase 1 throughout	Week 1	Assessment	Check and group	Complete Y1 assessment CEW
	Week 2	Phase 2, 3, 4, 5 Assessed Gaps PLAN GROUPINGS		Complete Y1 assessment CEW
	Week 3	Phase 5	Ay a-e ie ey ai family	
	Week 4	Phase 5	Ea ee e-e ie ey y family	
	Week 5	Phase 5	Igh ie i-e y i family	
	Week 6	Phase 5	Ow o-e o oe family	
	Week 7	Phase 5	Oo ue ew u-e u family	
	Week 8	Phase 5	Aw au al or family	
	Week 9	Phase 5	Ir er ur ear family	
	Week 10	Phase 5 alternative spellings	Ow ou Oi oy	

	Week 11	Phase 5 alternative spellings	Ear ere eer Air ear are		
	Week 12	Phase 5 alternative spellings	C k ck ch		
	Week 13	Assessment and grouping		Complete Y1 assessment CEW	Complete Y1 assessment CEW
	Week 14	Phase 5c	Revision		
	Week 15	Phase 5c Assessments to the Deputy Headteacher	Revision and assessments /groupings		

Year One Spring Term					
Phase 1 throughout		Phase/ Set	Sounds	CEW	CEW Spelling
		Week 1- 12 Revision term and catch up for the LA and moving the HA onto Summer term work if secure.	All phase 3 4 5 6 in groups. Ensure all children know ALL sounds to date (end of phase 5) and complete boosters, probes, extra sessions, lower 20% focus, alien words.	ALL	Focus on completing the Y1 words and reading. HA children move to Y2 words once secure and embedded in work.

Year One Summer Term					
		Phase/ Set	Sounds	CEW	CEW Spelling
	Week 1	Phase 5	Ce ci cy Sc stl se	All	All
	Week 2	Phase 5	Ge gi gy dge		
			Le mb kn gn Tch sh ea		

Phase 1 throughout	Week 3	Phase 5 Reading verbs that have -ing added onto them.			
		Phase 5 Adding -er and -est to adjectives where no change is needed in the root word			
	Week 4	Phase 5 Adding the ending -ed to words where no change is needed to the root word. Spelling the days of the week			
	Week 5	Phase 5 Adding the prefix un- and re and spelling compound words.			
	Week 6	Plurals s es and rules.			
	Week 7	Revision- Phase 6			
	Week 8	Revision- Phase 6			
	Week 9	Revision- Phase 6			
	Week 10	Revision- Phase 6			
	Week 11	Revision- Phase 6			
	Week 12	Revision- Phase 6 Pass all assessment information to the Deputy Headteacher			

Phonic Probes

Children have 1 minute to read the words. This is then plotted onto a graph and done daily. It can be used for sounds, key words and sentences.

Name _____ Year 1 (Name) _____

shop	fish	think	this	shell	•
that	think	fish	that	shell	•
shop	this	shell	fish	this	•
think	shop	that	fish	shop	•
this	shell	that	think	shell	•
fish	that	shop	think	this	•
that	shop	this	think	shell	•
fish	think	shop	this	that	•

File downloaded from John Taylor's Freebies, www.johntaylor.co.uk

Comments:

Phonic Families**oi family**

Daddy oi
Mummy oy

ou family

Daddy ou
Mummy ow

ai family

Daddy ai
Mummy ay
Twins a-e
Grandma ey

A - acorn

ee family

Daddy ee
Uncle ea
Twins e-e
Grandpa ie
Grandma ey

E - regard
(Mummy y)

igh family

Daddy igh
Mummy y
Twins i-e
Grandma ie

I - find

oa family

Daddy oa
Mummy ow
Twins o-e
Grandpa oe

O - go, no

ue family

Auntie ue
Mummy ew
Twins u-e

(ghostie oo)

U - flu

er family

Mummy er
Daddy ir
Brother ur

Index**or family**

Daddy or
Mummy ore
Brother au
Sister all
Pet Cat aw
Pet Parrot oor

Al - alk,

air family

Mummy air
Auntie ear
Sister are
Grandma ere

ear family

Miss ear
Mummy ere
Grandma eer

Ar family

Car, half, father

Silent letters

Gn, kn, wr, mb,
wh

U - ould

ph

Ough

Enough

Thorough

Through

Though

Bough

thought

Soft c g

Ch/c

EXIT

Children start to look at families at the start of Phase 5. They learn all the family together and read books that match the relevant sounds.

Below is an example of how one grapheme is shared with children.

Mummy 'oy'

This is Mummy 'oy' who
is called Mrs. Joy.
Mrs. Joy likes to go at
the end of words.

Mrs. Joy has a baby
boy who enjoys playing
with his toy.

