

## **Phonics and Early Reading Policy**



### **Mission Statement**

Newchurch will give every child a flying start by working in partnership with parents, staff and the community to develop well-rounded citizens who will contribute in a positive way to society.

### **Statement of intent**

At Newchurch Community Primary School, in accordance with the current Government Validation Notice and review of phonics provision, we are currently continuing to follow the Letters and Sounds Programme and we will review the approved providers as they are announced in Autumn 2021 and adopt an approved scheme in Spring 2022.

At Newchurch our aim is:

- To establish consistent teaching, progression and continuity in the teaching and learning of phonics throughout the school
- To provide a language rich environment that encourages and develops oracy and literacy skills that are the cornerstone of our curriculum, starting in Reception and continuing throughout the school
- To ensure that systematic synthetic phonics, following Letters and Sounds is taught to children to enable them to:
  - Recognise, say and write all phonemes within Phase 2 to 5 of Letters and Sounds
  - Use their phonic knowledge to blend and segment phonetically decodable words
  - Use their phonic knowledge to read complex words and to recognise from sight 'tricky words' (High Frequency Words)
  - Read with fluency for both pleasure and to retrieve information
  - Write clearly, accurately and coherently using phonic knowledge
- For the children to apply their phonic knowledge in their reading and writing across the whole curriculum when they enter Key Stage Two
- To have robust assessment procedures to check progress and identify pupils in need of intervention
- To promote reading for pleasure with exposure to a range of texts

**Next Review:** September 2022

## Implementation

In order to implement our curriculum intent, we follow the Letters and Sounds programme and sequence. This is used throughout the school to teach phonemes, tricky words and specific and relevant vocabulary related to phonics. The phases are as such:

Phase One	This covers seven key aspects: Aspect 1: Environmental sounds Aspect 2: Instrumental sounds Aspect 3: Body percussion Aspect 4: Rhythm and rhyme Aspect 5: Alliteration Aspect 6: Voice Sounds Aspect 7: Oral blending and segmenting These are consolidated during the first few weeks of children settling into reception and continues discreetly throughout key stage one as required.
Phase Two	This phase moves from oral blending and segmenting to blending and segmenting with graphemes. The children will learn 23 graphemes which represent 19 phonemes. The children will learn to read and write CVC words such as cat, tip, rock, mess. At Newchurch, the letter names are taught from the very start.
Phase Three	The children will learn 25 more phonemes including digraphs (two letters that make one sound e.g. ai, sh) and trigraphs (three letters that make one sound e.g. igh, ear). The children will continue to practise how to blend and segment along with learning to read and write words with two syllables.
Phase Four	The purpose of Phase Four is to practise children's knowledge of sounds they have learnt so far but to also introduce words with adjacent consonants that contain four or more phonemes e.g. skip, boost, float. The children will also learn to read and write words with additional phonemes e.g. CCCVCC words such as scrunch.
Phase Five	The children will learn additional graphemes to represent phonemes they have already encountered. They will learn alternative ways of spelling the sounds e.g. 'oi' in coin and 'oy' in boy. Children will also look at alternative pronunciations and also the reading and spelling of multisyllabic words.
In Year Two, following Phase Five, children move to No Nonsense Spelling.	

The Phonics Progression Overview can be found in Appendix A which details the order the grapheme/phoneme correspondences are taught in each phase of Letters and Sounds.

## The Newchurch Way

Commitment to 'The Newchurch Way' of teaching phonics is imperative. Everyone in the school follows the same programme, uses the same terminology and tracks progress in the same way. Consistency is key so that children are given a clear approach from all staff and year groups so that children retain learning and working memory is not overloaded. The following methods should be used:

Concept	Method
Lesson structure	Lessons should be daily, discreet and 20-30 minutes in duration Fast paced and structured lessons with clear direct instruction following the four part teaching structure as detailed in Letters and Sounds: <ul style="list-style-type: none"><li>• <b>Revisit and Review:</b> Recap on previously taught sounds (as individual graphemes but also within words)</li><li>• <b>Teach:</b> Teach the new sound or word</li></ul>

	<ul style="list-style-type: none"> <li>• <b>Practise:</b> Provide opportunities to practise saying and reading the sound through activities involving all children</li> <li>• <b>Apply:</b> Apply the new skill to read and write words, captions and sentences</li> </ul> <p>Lessons will use cooperative learning techniques to ensure that all children participate fully. When reading, the use of Quiz, Quiz, Trade is used and when writing 'Cowboy Quickwrite'.</p> <p>High frequency words (tricky words) are taught as stated in Letters and Sounds.</p> <p>Alien words will form part of the words used within the structure of the lesson.</p>
Introducing a new sound	<p>Children are encouraged to listen and repeat the sound several times. In Reception, new phonemes are introduced and modelled using the Jolly Phonics songs and actions. These are aimed at providing the children with an initial memory hook for the grapheme-phoneme correspondence.</p> <p>Letter formation is taught at this point.</p>
When blending words	<p>Sound buttons are used and then read from left to right to blend together. This is followed by robot arms to segment the word orally to show the reversibility of blending and segmenting.</p>
When segmenting words	<p>Robot arms are used to segment the words into the constituent phonemes which are then written down with sound buttons beneath them.</p> <p>The children then use the sound buttons to blend the sounds together to show the reversibility of blending and segmenting.</p>
Sound buttons	<div data-bbox="406 869 1370 1346" data-label="Image"> </div> <p>Buttons for phonemes represented as a single letter should be a single button whilst digraphs and triagraphs are represented as a line spanning the letters used within the grapheme.</p> <div data-bbox="454 1503 1295 1942" data-label="Image"> </div> <p>Words containing a split digraph will have the digraph identified as a curved line below the word.</p>

Terminology	Phonetic vocabulary is explicitly taught and referred to by staff and pupils within lessons e.g. digraph, trigraph, tricky words, phonemes etc. A glossary of terminology can be found in Appendix B.
Pure sounds	It is important that all sounds taught are 'pure' and soft e.g. sss not 'suh' as this is central to phonics teaching and the children's ability to blend and segment sounds in words. <a href="https://www.youtube.com/watch?v=-ksblMiliA8">https://www.youtube.com/watch?v=-ksblMiliA8</a>
Seating	During phonics sessions it is important to ensure that the children are seated so that they can see the adults's mouth to support the correct pronunciation of sounds but that also the adult can see the child's pronunciation also.

## Training

Staff are trained, supported and regularly observed to ensure consistency of teaching across the school. As part of their induction, new staff will receive phonics training.

## Learning environment

Classrooms will have developed working walls and phonic displays that include previously learnt phonemes and tricky words as well as the sounds being taught in each lesson. Children will be encouraged and taught to engage with these displays to reinforce their learning in the daily sessions and to support reading and writing across the curriculum.

## Assessment and tracking

A thorough assessment procedure is used to track and monitor children's progress. Assessments will be continuous throughout the half term making use of reading and writing tasks to assess the children in a more formative way.

Children in Year One will complete a sample phonics screening past paper each half term to track their progress. At the end of each term, staff will update the phonics trackers to enable them to measure progress and also identify the next steps in learning, and review that is needed and to identify children for interventions.

[illegible]

Key additional assessment documents are used to support the completion of the phonics tracker.

### Blending for Reading Phase 2 to 4

Phase 2	am	it	on	up	man
cot	bed	leg	cap	kiss	doll
huff	sock				
Phase 3	jug	win	van	box	yell
zip	chop	buzz	quack	shell	thin
bang					
seed	moon	boat	rain	card	born
burn	coin	down	light	hear	chair
pure	her				
Phase 4	tent	next	belt	lamp	milk
toast	clown	train	crisp	street	scrunch

All documents can be found in the school G Drive.

The English subject leader and phonics champion within the school collate the progression data in order to measure attainment and progress across the

Cohort PROGRESS DATA		Primary School		
RECEPTION	PHASE 1	PHASE 2	PHASE 3	PHASE 4
DECEMBER				
MARCH				
JULY				

### **Interventions**

Regular interventions that are carefully planned are delivered regularly for children in Reception, Year One and Year Two by trained and experienced members of staff. Interventions may continue in KS2 if children do not pass their phonics screening test in Year 2. At this point, the school's bespoke Spelling SOS will be used as a planning guidance for interventions.

### **Decodable Books**

Children practise early reading with fully decodable books that:

- Are matched to phonic knowledge and which do not require use of alternative strategies
- Are closely matched to the phonics phases
- Are decodable at the children's current level and not mixed with non-decodable books for independent reading
- Include a small number of tricky words which have been taught

- Are continued in the progressive sequence of the Letters and Sounds phases until a child can confidently decode words involving most common grapheme representations of all phonemes.

The school has a number of different reading schemes to support the practising of phonics in their home reading and offer choice to the children. These include:

- Ransom Reading Stars
- Rising Stars Reading Planet
- Project X
- Project X Phonics

In addition, children may take home a book which is for the children to share with their adults and develop other reading strategies.

**Appendix A**  
**Phonics Progression Overview**

Year Group and Term	Phonic Phases	Set	Sounds covered	Example words	Tricky words
Reception Autumn Term	Phase 2	1	s a t p	Sat, pat. tap	the, to, I, no go, into, and
		2	i n m d	din, man	
		3	g o c k	god, cod, kip	
		4	ck e u r	rock, men, sun	
		5	h b f ff l ll ss	hill, puff, mess, tub, lip	
Reception Spring and Summer Term	Phase 3	6	j v w x	Job, van, wax	he, she, we, me, be, was, you, they, all, are, my, her
		7	y z zz qu	yes, quiz. fizz	
		8	ch sh th ng	chin, ship, thing, this	
		9	ai ee igh oa oo (long) oo (short)	sail, seed, night, boat, moon, book	
		10	ar or ur ow oi	car, fork, turn, cow, boil	
		11	ear air ure er	fear, hair, pure. term	
Reception Summer Term and Year 1 Autumn 1	Phase 4	12	Consolidation of previous learning and practising of adjacent consonants	CCVC – pram, stop CVCC – bend, burnt CCVCC – stamp, spoilt CCCVC – splash CCCVCC – scrunch CCCVCCC – splints	Said, have, like, so, do, some, come, were, there, little, one, when, out, what
Year One Spring and Summer Term  Year Two Autumn Term and continued in interventions as needed	Phase 5	13	zh, wh, ph	Wheel, phonics, /zh/ as in the sound in treasure Television	Oh, their, people, Mr, Mrs, looked, called, asked
		14	ay, a-e, eigh, ey, ei (long a)	Play, cake, eight, they, reins	
		15	ea, e-e, ie, ey, y (long e)	Beach, athlete, brownies, donkey, puppy	
		16	ie, i-e, y, i, (long i)	Tie, kite, my, wild	
		17	ow, o-e, o, oe, (long o)	Bowtie, nose, so, toes	
		18	ew, ue, u-e (long u) u, oul (short oo)	Few, flew, glue, tube, lute, Put, could	
		19	aw, au, al, our	Paw, Paul, always, ball your	
		20	ir, er, ear (er is revision from set 11)	Fir, higher, heard	
		21	ou, oy	Shout, boy	
		22	ere/eer are/ear	Mere, jeer, care, bear	
		23	c k ck ch (c, k, ck are revision)	cat, kid, clock, chemist	
		24	ce/ci/cy sc/sti se	Cat, icicle, icy, scent, hustle, house	
		25	ge/g/gy dge	Age, gist clergy, dodge	
		26	le, mb, kn/gn, wr	Little, lamb. Know, gnome, wrong	
		27	tch sh ea (w)a o	Watch, chef/special/initials, bread, was, son	

## Appendix B

### Glossary of Terminology

*It is crucial that staff use consistent terminology with children so that they do not become confused and their working memory is at optimum use.*

Term	Definition	Term used with the children
Pure sounds	The correct pronunciation of phonemes so that children can more easily blend to read words.	Pure sounds
Phoneme	The smallest unit of sound in a word.	Phoneme (sound)
Grapheme	A written letter or group of letters representing one sound e.g. t, ck, igh	Grapheme Say 'See the graphemes and say the sounds'. Marked with a dot under (sound button)
Digraph	A combination of two letters representing one sound, as in 'ai' and 'ph'.	Digraph Marked with a dash under
Consonant digraph	Two consonants which make one sound e.g. sh, ch, th	Consonant digraph Marked with a dash under
Vowel digraph	A digraph in which at least one of the letters is a vowel e.g. oa, ar	Vowel digraph Marked with a dash under
Split digraph	A digraph that is split by a consonant. Usually a long vowel sound e.g. 'a-e' (cake), u-e (rule).	Split digraph Marked with a curve under the split digraph
Trigraph sound e.g. igh	Three letters which together make one	Trigraph Marked with a dash under
Blending	The process of using phonics for reading. Children identify and synthesise the phonemes in order to make a word. E.g. s-n-a-p, blended together, reads snap.	Blending Sound out using a sound button for each phoneme- grapheme correspondence and then read from left to right
Segmenting	Separating words into their constituent phonemes to spell.	Segmenting Say – sound it out. Segment using robot arms – one movement per phoneme and then blend across the hand from left to right
Nonsense words	Tool to assess phonetic decoding – shows that the word hasn't been memorised or learnt by sight.	Alien words Action- fingers on head as antennae
High frequency words	The most common words used in English- a combination of phonetically decodable words and common exception words.	High frequency words
Common exception words	Words in which the English spelling code works in an unusual or uncommon way e.g. the, you, was.	Harder to read and spell words
Cvc, ccvcc	The abbreviations used for consonant- vowel consonant and consonant- consonant-vowel – consonant-consonant words, used to describe the order of sounds.	n/a