Phonics Policy

Rationale

Phonics is an essential skill which enables children to become aware of sounds within words and for them to apply this knowledge to their reading and writing.

Aims

Through the phonics policy we aim to ensure that our children are taught to:

- Discriminate between the separate phonemes in words
- Learn the letters and letter combinations most commonly used to spell those sounds
- Read words by sounding out and blending their separate parts
- Write words by segmenting phonemes and matching phonemes with appropriate graphemes

Broad Guidelines

Teaching:

- Daily whole class, 20 minute phonic session before lunch (YR-Y2)
- Small group phonic interventions
  - Phase 1 / SLCN – Early phonics
  - P2 – 6 Grapheme/ tricky words – Phonic Boost

Letters and Sounds Programme:

- Phonic phases:
  - Phase 1 – Nursery
  - Phase 1, 2, 3, 4 – Reception
  - Phase 4, 5 - Y1
  - Phase 5, 6 – Y2
- Four part teaching sequence P 2 - 5
  - Revisit – previously learned graphemes, tricky words
  - Teach – new graphemes, tricky words
  - Practice – blending and segmenting
  - Apply – Read or write a sentence containing the grapheme and tricky words

Supplementary resources:

- Jolly phonics – teaching actions/ songs for each P2 phoneme (letters of the alphabet only)

- RM cards - letter formation P2
- RM cards –digraphs & trigraphs for P3+
- Agreed actions for P3

Effective techniques:

- Speed sounds – name and sound
- Alphabet songs – correct annunciation
- Speed sounds – random order, selection
- Sound buttons – blending
- Splat - blending
- Fred Fingers - segmenting
  - Stretch
  - Punch
  - Chop
- Phoneme frame - segmenting
- Hidden picture - reading/writing sentences

Technical language:

- Annunciation – ensuring all phonemes are said correctly
- Phoneme – smallest unit of sound
- Grapheme – the written representation of the phoneme
- Digraph/ trigraph – "two letter - one sound", "three letters - one sound"
- Polysyllabic words – more than one syllable
- Alternate spelling – of a known phoneme eg. ai, ay, a_e
- Blend – sound out to read
- Segment – sound out to spell

Challenge phonics:

- Challenge phonic area – consolidation of previously taught graphemes or tricky works
- Additional phonic challenges to support weekly teaching

Other:

- Avoid splitting the class for phonic sessions (YR – Y2). Use phonic partners and TA's to support less confident children.
- Keep sessions simple – too much content, ICT/ complex games can dilute the phonics. Allow time to address misconceptions/ mistakes.
- Ensure confident children are stretched – particularly in the practice and apply section.
- Periods of consolidation

- Display RM frieze for letter formation and digraphs/trigraphs.
- Ensure children start each book band with phonic books.
- Encourage and praise phonetically spelling at all times from the children but model correct spelling with explanations.

Conclusion

Phonic knowledge is a vital tool in enabling children to learn to read, write and spell effectively.

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Next review date: February 2020