



Phonics Policy

Date of Approval:	
Date of Next Review:	

Reading is implemented everywhere in our school. Reading is a skill that we use everyday across all subjects.

The expectations of the National Curriculum put demands both on fluency with ‘word level reading’ but also with ‘language comprehension.’ Both are allocated equal weighting within our school reading curriculum.

We strive to ensure that all our pupils receive a well-rounded learning experience when reading which will equip them with the fundamental tools to achieve in school and beyond. It is our intention to immerse pupils in the wonders of quality texts to instill a love for reading, a passion for discovery and a confidence to explore their imagination.

Introduction

High quality phonics teaching lies at the heart of our early education, securing the crucial skills of word recognition, that once mastered, enable children to read fluently. At St Michael’s reading is taught through a systematic programme of phonics. We follow Essential Letters and Sounds to teach phonics.

Aims

At St Michael’s we teach phonics using Essential Letters and Sounds. Essential Letters and Sounds is taught as part of an early learning environment that is rich in talk and story, where children experience the joy of books and language whilst rapidly acquiring the skills to become fluent independent readers and writers. Our phonics teaching aims to teach children to:

- decode by identifying each sound within a word and blending them together to read fluently
- encode by segmenting each sound to write words accurately

Phonics

High quality phonics teaching lies at the heart of our early education, securing the crucial skills of word recognition, that once mastered, enable children to read fluently. At St Michael’s, reading is taught through a systematic programme of phonics. We follow ‘Essential Letters and Sounds’ which is a high-quality phonics programme endorsed by the DfE.

Essential letters and sounds was created so that all children can read well, quickly. The principles of Essential Letters and Sounds are based upon;

- The delivery of whole class high quality first teaching.
- The use of consistent terminology by teachers, children and parents.
- The use of consistent resources to support the lesson
- Repetition and reinforcement of learning
- Regular assessment so that ‘children keep up, rather than catch up.’

Our aim is for the vast majority of children to be confident readers by the end of KS1. High quality Phonics teaching enables children to decode new words confidently and independently and leads to improved understanding.

Progression Overview

Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 5 and beyond
<p>Nursery Seven aspects:</p> <ul style="list-style-type: none"> • Environmental sounds • Instrumental sounds <ul style="list-style-type: none"> • Body percussion • Rhythm and rhyme • Alliteration • Voice sounds • Oral blending 	<p>Reception Autumn 1</p> <ul style="list-style-type: none"> • Oral blending • Sounding out and blending with 23 new grapheme-phoneme correspondences (GPCs) • 12 new harder to read and spell (HRS) words 	<p>Reception Autumn 2 Spring 1 and Spring 2</p> <ul style="list-style-type: none"> • Oral blending • Sounding out and blending with 29 new GPCs • 32 new HRS words • Revision of Phase 2 	<p>Reception Summer 1</p> <ul style="list-style-type: none"> • Oral blending • No new GPCs • No new HRS words • Word structures – cvcc, ccvc, ccvcc, cccvc, cccvcc • Suffixes • Revision of Phase 2 and Phase 3 	<p>Reception Summer 2</p> <ul style="list-style-type: none"> • Introduction to Phase 5 for reading • 20 new GPCs • 16 new HRS words <p>Year 1 Autumn 1 and 2</p> <ul style="list-style-type: none"> • Revision of previously taught Phase 5 GPCs • 2 new GPCs • 9 new HRS words <p>Year 1 Spring 1 and 2</p> <ul style="list-style-type: none"> • Alternative spellings for previously taught sounds • 49 new GPCs • 4 new HRS words • Oral blending • Revision of Phase 2, Phase 3 and Phase 4 	<p>Year 1 Summer Year 2 and Key Stage 2</p> <ul style="list-style-type: none"> • With ELS, phonics teaching does not stop at the end of Year 1, but continues as children move through the school, with links being made between their GPC knowledge and spelling • Revision of all previously taught GPCs for reading and spelling • Wider reading, spelling and writing curriculum

Phonics Progression: Reception

Autumn 1: Phase 2					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
s, a, t, p	i, n, m, d	g, o, c, k,	ck, e, u, r	ss Assess and review week	h, b, f, ff, l, ll
	I, the, no	put, of, is	to, go, into	pull	as, his

Autumn 2: Phase 3					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
j, v, w, x	y, z, zz, qu, ch	sh, th (voiced and unvoiced) ng, nk	ai, ee, igh, oa	-es where there is no change to the root word)	Review week
he, she, buses	we, me, be	push	was, her		my, you

Spring 1: Phase 3- 4					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Review week /oo/ <oo> (Book)	ar, ur, oo, or	ow, oi, ear, air	ure, er, ow	Assess and review	Review week
	They, all, are		ball, tall	when, what	

Spring 2: Phase 3- 4					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Review week	Review week	Review week	Review week	Review week	Review week
said, so, have	were, out, like	some, come, there	little, one, do	children, love	

Summer 1: Phase 4					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
CVCC -ed /ed/	CCVC -ed /t/	CCVCC -ed /d/	CCCVC	Assess and review week	CCCVC -er -est

Summer 2: Phase 5 (introduction)					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/ai/ ay /ow/ ou /igh/ ie /ee/ ea -le	/oi/ oy /ur/ ir /(y)oo/ ue /or/ aw	/w/ wh /f/ ph /(y)oo/ew /oa/ oe	/or/ au /ee/ ey /ai/ a-e /ee/ e-e	Assess and review week	/igh/ i-e /oa/ o-e /(y)oo/ u-e /s/ c
Oh, their	people, Mr, Mrs	your, ask, should	would, could, asked	house, mouse, water	want, very

Phonics Progression: Year 1

Autumn 1: Phase 5					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Assess and Review week	Review week	Revise: /ai/ ay /ow/ ou /igh/ ie /ee/ ea	Revise: /oi/ oy /ur/ ir /(y)oo/ ue /ot/ aw	Assess and Review	Revise: /w/ wh /f/ ph /(y)oo/ew /oa/ oe

Autumn 2: Phase 5					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Revise: /or/ au /ee/ ey /ai/ a-e /ee/ e-e please, once	Revise: /igh/ i-e /oa/ o-e /(y)oo/ u-e /s/ c any, many, again	/ee/ y /or/ al (walk) Review week who, whole	Review week where, two	Assess and review week	Review week

Spring 1: Phase 5					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Review week	/ai/ a (acorn) /ai/ ey (they) /ai/ ea (great) /ai/ eigh (weight) /ar/ a (father) /ee/ e (he) /igh/ i (find) /igh/ y (by)	/oa/ o (go) /o/ a (was) /oo/ u (push) /y/+/oo/ u (music) /c/ ch (school) /sh/ ch (chef) /e/ ea (head) here, sugar, friend	/ur/ or (world) /ur/ ear (learn) /oo/ ou (soup) /oa/+/l/ oul (shoulder) /ee/ ie (brief) /v/ ve (have) /i/ y (gym) because	Assess and Review week	/air/ are (care) /air/ ere (there) /air/ ear (pear) /ch/ tch (catch)

Spring 2: Phase 5					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/u/ o (brother) Review week	/j/ g (gem) /j/ ge (fringe) /j/ dge (bridge) /s/ st (listen)	/s/ ce (fence) /s/ se (house) /n/ gn (sign) /n/ kn (knee) /r/ wr (wrap) /m/ mb (lamb)	/z/ se (cheese) /z/ ze (freeze) /ear/ eer (cheer) /ear/ ere (here) /sh/ ti (patient) /sh/ ti -tion (station)	Assess and Review	/ar/ al (half) /or/ augh (caught) /sh/ ss (session) /zh/ si (vision) /sh/ ti-tious (scrumptious) /sh/ ci (delicious) -ous, -ion, -ian

Summer 1 & Summer 2					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Review all previously taught GPCs for reading and spelling, and teach further rarely-used GPCs					

Phonics Structure

Phonics is taught daily in EYFS and KS1. Our phonics lessons are delivered through whole class lessons. The teaching sequence in every phonics lesson is the same in all stages of the lesson, from whole class teaching to one- to-one intervention. The phonics lesson follows this lesson structure:

- **Review** (review previously taught graphemes and phonemes, harder to read and spell words and words for blending).
- **Teach** new sound
- **Practise**
- **Apply** (using the sound specific sheet)
- **Review**

Assessment

‘Decoding fluency is achieved through accurate initial instruction followed by lots of practice.’ (Hirsch, 2003)

Assessment is regarded as an integral part of teaching and learning and is a continuous process. We strive to make our assessment purposeful, allowing us to match the correct level of work to the needs of the pupils, thus benefiting the pupils and ensuring progress.

Each half term children will be assessed against their ability to read and write the sound spellings they have been taught that half term in phonics. Every term children will be assessed against their ability to read and write all previously taught sound spellings. Teachers will record the results of these assessments. This will help them to monitor whether or not the children have retained what they have been taught and to quickly support the children with any gaps that have arisen. In addition to our half termly assessment, children also experience review weeks. The review weeks are used to support children in consolidating their understanding of all prior learning.

Where children are not making expected progress, Essential Letters and Sounds provide interventions which target the specific area of phonics that a child may be struggling with so to best support them. For example, they may be struggling with the skills of grapheme phoneme correspondence, oral blending or blending for reading.

At the end of Year 1, all children take part in the national phonics screening test. This assessment gathers information on the children’s ability to blend and segment decodable words to read. If children in Year 1 fail the screening, they will be retested when they are in Year 2. If children in Year 2 fail the screening, an intervention support group will be set up to consolidate their knowledge and skills.

Reading Books in EYFS, KS1 and KS2

It is vital that whilst children are learning to read, they read books that match their phonic knowledge. At St Michael's pupil's reading books are matched to their phonics and reading ability. Children keep the books for one week and re-read them at least four times in this period. Re-reading ensures that children develop their reading skills and fluency. This, in turn, supports their learning in school; as children become more fluent at reading, they are able to focus on their new learning.

In KS2, children who are identified as confident readers by their teachers complete a Salford reading test. This test provides a Reading and Comprehension age. Children reading at 10.2/10.4+ are classed as Free Readers. They can choose their Free Reading book from an appropriate section of the library – this is their independent reading book.

All children are listened to read by an adult at least once a week and books are then changed as required. Each class has a reading incentive chart in their classroom entitled 'Once Upon a Time' to encourage, motivate and reward regular reading.