



SARRATT CHURCH OF ENGLAND PRIMARY SCHOOL

Policy for Phonics

Laying the foundations for our children to be confident, respectful and to achieve their full potential.

Statutory Requirements:

Statutory requirements for the teaching and learning of Phonics are laid out in the National Curriculum English Document (2014) and in the Communication, Language and Literacy section of the Statutory Framework for the Early Years Foundation Stage (2012) and amendments

All teachers delivering phonics must become familiar with the phonetical terms outlined in the National Curriculum Glossary (see appendix 1)

Aims of this policy:

The purpose of this policy is to ensure that all children achieve success as confident readers and writers. We believe that children need to talk, listen, read and write to a high standard in order to gain full access to the whole primary curriculum. Effective Phonics teaching and learning is essential for high attainment in reading and writing. At Sarratt C of E Primary school synthetic phonics is delivered through the Letters and Sounds program supplemented by Jolly Phonics.

Children will be taught to:

- recognise the 44 common phonemes in the English language and the graphemes that represent them
- apply the skill of blending phonemes in order to read words
- segment words into their constituent phonemes in order to spell
- learn that blending and segmenting words are reversible processes
- read high frequency words that do not conform to regular phonic patterns (tricky words)
- read texts and words that are within their phonic capabilities as early as possible
- decode texts effortlessly so all their resources can be used to comprehend what they read
- spell effortlessly so that all their resources can be directed towards composing their writing

These aims will be delivered by:

- Careful differentiation for all ability groups, addressing the needs of all children based on formative assessment

- Consistent and progressive delivery of Letters and Sounds throughout Reception and KS1 and dedicated phonics/spelling provision as required through KS2.
- High quality opportunities for children to develop their phonic skills across the curriculum in a variety of contexts.

Teaching and Learning

Reception: Letters and Sounds and Jolly Phonics

- Whole class teaching (oral and written)
- 20 minutes daily sessions
- Phases 1-5 covered as appropriate
- Consolidation through music, CHIL, handwriting activities, cross-curricular throughout the day
- Supported by displays, phonic mats, tricky word cards etc..
- Phonic related activities for homework

Key stage 1:

Year 1: Letters and Sounds and Jolly Phonics

- Whole class teaching (oral and written)
- 20 minutes daily sessions
- Revision- application of the sounds spoken and written in Reception
- Opportunities to apply phonics in reading and spelling
- Phases 4-6 covered as appropriate
- Consolidation through music, CHIL, handwriting activities, cross-curricular throughout the day
- Supported by displays, phonic mats, tricky word cards etc..
- Weekly spellings sent for homework and tested on Fridays
- Preparation for Phonics Screening in Summer Term

Year 2: Letters and Sounds and Spelling Policy (No Nonsense Spelling)

- Whole class teaching phonics and spelling
- 20 minutes daily sessions- oral, rainbow writing, pyramids, block writing, cross words, word searches and dictations
- Develop comprehension skills and write increasingly more complex compositions.
- Opportunities to use phonic knowledge to edit and improve written work using purple pen
- Dedicated support for those who need to re-sit the Phonics Screening
- Consolidation through handwriting activities, cross-curricular throughout the day
- Supported by displays, phonic mats, spelling patterns (eg: suffixes)
- Weekly spellings sent for homework and tested each week

Key stage 2:

- Where children are identified as needing to continue on the programme due to exceptional circumstances e.g. SEN or late admittance to school, sessions will continue in targeted groups. For a small minority of children with significant learning needs still requiring daily synthetic phonics sessions, the SNIP spelling programme is delivered where appropriate

- Targeted children follow Project Code X reading scheme which supports phonics, decoding and comprehension
- All other children follow No Nonsense Spelling Programme for a minimum of 20 minutes, three times a week

Cross Curricular:

Throughout the school, children will be given opportunities to practice and apply their decoding and encoding skills in a variety of contexts and for different purposes. The skills of reading and writing are embedded throughout the curriculum as children are given high quality opportunities to engage in reading and writing tasks.

Roles and Responsibilities:

It is the responsibility of all teaching staff to ensure they are following the policy. The subject leader and SLT will monitor and evaluate the application of this policy.

Other References:

Where relevant this policy should be considered alongside and in accordance with the following Policies:

- Marking and Feedback Policy
- Presentation and Handwriting Policy
- Policy
- SEN Policy
- Inclusion Policy
- Assessment Policy
- Teaching and Learning Policy
- Homework Policy
- Planning Policy

Appendix 1

Glossary for the programme of study for English (National Curriculum, 2014)

Term	Guidance	Example
consonant	A sound which is produced when the speaker closes off or obstructs the flow of air through the vocal tract, usually using lips, tongue or teeth. Most of the letters of the alphabet represent consonants. Only the letters <i>a, e, i, o, u</i> and <i>y</i> can represent <u>vowel</u> sounds.	/p/ [flow of air stopped by the lips, then released] /b/ [flow of air stopped by the tongue in the roof of the mouth, then released] /t/ [flow of air obstructed by the top lip touching the top teeth] /d/ [flow of air obstructed by the tip of tongue touching the gum line]
digraph	A type of <u>grapheme</u> where two letters represent one <u>phoneme</u> . Sometimes, these two letters are not next to one another; this is called a split digraph.	The digraph <u>ea</u> in <i>each</i> is pronounced /i:/. The digraph <u>sh</u> in <i>shed</i> is pronounced /ʃ/. The split digraph <u>i-e</u> in <i>line</i> is pronounced /aɪ/.
GPC	See <u>grapheme-phoneme correspondences</u> .	
grapheme	A letter, or combination of letters, that corresponds to a single <u>phoneme</u> within a word.	The grapheme <u>t</u> in the words <i>ten</i> , <i>bet</i> and <i>ate</i> corresponds to the phoneme /t/. The grapheme <u>ph</u> in the word <i>dolphin</i> corresponds to the phoneme /f/.

grapheme-phoneme correspondence	The links between letters, or combinations of letters (graphemes) and the speech sounds (phonemes) that they represent. In the English writing system, graphemes may correspond to different phonemes in different words.	The grapheme s corresponds to the phoneme /s/ in the word <i>see</i> , but... ...it corresponds to the phoneme /z/ in the word <i>easy</i> .
phoneme	A phoneme is the smallest unit of sound that signals a distinct, contrasting meaning. For example: contrasts with /k/ to signal the difference between <i>tap</i> and <i>cap</i> contrasts with /l/ to signal the difference between <i>bought</i> and <i>ball</i> . A contrast in meaning that tells us there are two distinct phonemes at work. There are around 44 phonemes in English; the exact number depends on regional accents. A single phoneme may be represented in writing by one, two, three or four letters constituting a single grapheme .	The word <i>cat</i> has three letters and three phonemes: /kæt/ word <i>catch</i> has five letters and three phonemes: /katʃ/ The word <i>caught</i> has six letters and three phonemes: /kɔ:t/
syllable	A syllable sounds like a beat in a word . Syllables consist of at least one vowel , and possibly one or more consonants .	<i>Cat</i> has one syllable. <i>Fairy</i> has two syllables. <i>Hippopotamus</i> has five syllables.
vowel	A vowel is a speech sound which is produced without any closure or obstruction of the vocal tract. Vowels can form syllables by themselves, or they may combine with consonants . In the English writing system, the letters <i>a, e, i, o, u</i> and <i>y</i> can represent vowels.	

Aims of this policy:

Delivering these aims:

Things to include:

- * where we draw our curriculum from
- * Assessment
- * Cross curricular opportunities
- * Links with other subjects
- * Learning beyond the classroom, inc homework
- * Specific KS features

RECEPTION

KS 1

KS 2

- * Subject specific learning environment requirements
- * Time allocation

Assessment:

Roles and Responsibilities:

It is the responsibility of all staff to ensure that they are following the policy. The subject leader and SLT will monitor and evaluate the application of the policy

Other references:

Where relevant, this policy should be considered alongside and in accordance with the Marking and Feedback policy, Presentation policy, SEN policy, Inclusion policy, Assessment policy, Teaching and Learning Policy, Homework Policy, Planning policy, Handwriting policy.

Signed (Subject Leader):

Signed (Head Teacher):

Date approved:

Date for review:

