



# 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 (2021).

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 Read, Write Inc. programme.

### **Read, Write Inc:**

Read, Write, Inc. is an inclusive literacy programme for all children learning to read and write. It teaches synthetic phonics. Through the programme children learn the 44 common sounds in the English language and how to blend them to read and spell. The scheme includes both a reading and a writing focus, allowing children to achieve success through matching texts and compositions to their stage of development on the programme.

Reading and writing are the keys that unlock the whole curriculum so the ability to efficiently decode and encode is essential. The RWI sessions are expected to occur each day, as the continuity and pace of the programme is key to accelerating the progress of children's reading and writing development.

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 (red 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 Read, Write inc. phonics across school
- High quality opportunities for children to develop their Phonic skills across the curriculum in a variety of contexts.
- Robust half termly assessments to track individual progress in phoneme-grapheme correspondence and blending using RWI materials

**Teaching and Learning**

**Reception: RWI**

Whole class teaching

- 20 minutes daily sessions starting with children being introduced to Set 1 initial sounds in Autumn Term
- Sessions build in length throughout the year, in accordance with the learning needs of the children
- Consolidation through music, CHIL, handwriting activities, cross-curricular throughout the day
- Supported by displays, phonic mats, red word cards etc..
- Phonics supported and reinforced at home through sharing of sounds and handwriting resources

**Key stage 1:**

**Year 1: RWI**

- The lessons are taught daily for 1 hour. Lessons will include a 20 minute speed sound session followed by a storybook session, where children are given opportunities to apply phonics in reading and spelling, develop comprehension skills and write increasingly more complex compositions.
- Revision- application of the sounds spoken and written in Reception
- Opportunities to apply phonics in reading and spelling
- Consolidation through music, CHIL, handwriting activities, cross-curricular throughout the day
- Supported by displays, phonic mats, red word cards etc..
- Phonics supported and reinforced at home through sharing of sounds and handwriting resources - assessed on a Friday
- Preparation for Phonics Screening in Summer Term

**Year 2: RWI ( from September 2022)**

- Group teaching phonics through RWI for those children still on the programme
- 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, additional resources/ programmes will be put in place depending upon needs e.g. Toe-by-Toe
- Targeted children follow Project Code X reading scheme which supports phonics, decoding and comprehension
- All other children follow NC 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.

### **The learning environment:**

All classrooms and teaching areas across lower school (Year 2 from September 2022) must display the RWI sounds picture frieze and the simple speed sounds chart clearly on the front wall (see appendix 3). The position of the display must be at an appropriate height for the children to see easily. As children complete set two speed sounds and in preparation for set 3, the complex speed sounds chart must be displayed. Depending on the teaching area, it may be necessary to display both speed sound charts. All lower KS2 classrooms must display the complex speed sounds chart (from September 2023.)

Speed sound cards, green word cards and red word cards must be organised and stored at the front of the class in order to enable easy access throughout the day. It is the responsibility of the class teacher to ensure that resources are organised and maintained so all teaching materials are in complete sets and in good condition.

It is essential that all resources are used throughout the day in order to support children in reading and writing across the curriculum. The teacher must model RWI strategies for encoding and decoding when undertaking all reading and writing activities.

All adults working with children in school must know how to talk in pure sounds accurately and have an understanding of the RWI programme in order to fully support children with their learning. It is the role of the class teacher to ensure all adults working within the classroom have these skills before working with the children.

**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
<b>consonant</b>	<p>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.</p> <p>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>	<p>/p/ [flow of air stopped by the lips, then released]</p> <p>/t/ [flow of air stopped by the tongue touching the roof of the mouth, then released]</p> <p>/f/ [flow of air obstructed by the bottom lip touching the top teeth]</p> <p>/s/ [flow of air obstructed by the tip of the tongue touching the gum line]</p>
<b>digraph</b>	<p>A type of <u>grapheme</u> where two letters represent one <u>phoneme</u>.</p> <p>Sometimes, these two letters are not next to one another; this is called a split digraph.</p>	<p>The digraph <u>ea</u> in <u>each</u> is pronounced /i:/.</p> <p>The digraph <u>sh</u> in <u>shed</u> is pronounced /ʃ/.</p> <p>The split digraph <u>i-e</u> in <u>line</u> is pronounced /aɪ/.</p>
<b>GPC</b>	See <u>grapheme-phoneme correspondences</u> .	
<b>grapheme</b>	A letter, or combination of letters, that corresponds to a single <u>phoneme</u> within a word.	<p>The grapheme <u>t</u> in the words <u>ten</u>, <u>bet</u> and <u>ate</u> corresponds to the phoneme /t/.</p> <p>The grapheme <u>ph</u> in the word <u>dolphin</u> corresponds to the phoneme /f/.</p>
<b>grapheme-phoneme correspondences</b>	<p>The links between letters, or combinations of letters (<u>graphemes</u>) and the speech sounds (<u>phonemes</u>) that they represent.</p> <p>In the English writing system, graphemes may correspond to different phonemes in different words.</p>	<p>The grapheme <u>s</u> corresponds to the phoneme /s/ in the word <u>see</u>, but...</p> <p>...it corresponds to the phoneme /z/ in the word <u>easy</u>.</p>
<b>phoneme</b>	<p>A phoneme is the smallest unit of sound that signals a distinct, contrasting meaning. For example:</p> <ul style="list-style-type: none"> <li>▪ /t/ contrasts with /k/ to signal the difference between <u>tap</u> and <u>cap</u></li> <li>▪ /t/ contrasts with /l/ to signal the difference between <u>bought</u> and <u>ball</u>.</li> </ul> <p>It is this contrast in meaning that tells us there are two distinct phonemes at work.</p> <p>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 <u>grapheme</u>.</p>	<p>The word <u>cat</u> has three letters and three phonemes: /kæt/</p> <p>The word <u>catch</u> has five letters and three phonemes: /kɑːtʃ/</p> <p>The word <u>caught</u> has six letters and three phonemes: /kɔːt/</p>

<b>syllable</b>	<p>A syllable sounds like a beat in a <u>word</u>. Syllables consist of at least one <u>vowel</u>, and possibly one or more <u>consonants</u>.</p>	<p><i>Cat</i> has one syllable. <i>Fairy</i> has two syllables. <i>Hippopotamus</i> has five syllables.</p>
<b>vowel</b>	<p>A vowel is a speech sound which is produced without any closure or obstruction of the vocal tract.</p> <p>Vowels can form <u>syllables</u> by themselves, or they may combine with <u>consonants</u>.</p> <p>In the English writing system, the letters <i>a</i>, <i>e</i>, <i>i</i>, <i>o</i>, <i>u</i> and <i>y</i> can represent vowels.</p>	

## Appendix 2

### RWI Glossary

Term	Guidance	Example
<b>Fred Talk</b>	<p>Fred is a puppet who says, reads and spells words in pure sounds. He never says the whole word so the children do this for him by blending the sounds together. When segmenting sounds for spelling children are taught to Fred Talk the word and stamp the sounds on their Fred Fingers.</p> <p>He never adds 'uh' after a consonant sound e.g. 'fuh' (A slight 'uh' cannot be helped when saying the sounds b,d,g,j,w and y)</p>	The word cat is 'Fred talked' as c-a-t
<b>Green words</b>	<p>Words made up of the graphemes that children have been taught i.e. they are phonetically decodable for the child.</p> <p>A green word should not be introduced as such unless the child has been explicitly taught the grapheme e.g. the word 'scare' is a challenge word until the 'are' grapheme is introduced at set 3.</p>	<p><b>Green words for set 1</b> jug, flap, shop, think</p> <p><b>Green words for set 2</b> high, blow, shirt, start</p> <p><b>Green words for set 3</b> make, peach, goat, bonfire</p>
<b>Red words</b>	Common words with an uncommon spelling. Referred to as common exception words in the Primary National Curriculum.	Said, would, bought
<b>Set 1 sounds</b>	The first group of sounds to be introduced through the programme according to the sequence of teaching set out in the Speed Sounds handbook. The sounds covered include all consonant sounds and short (bouncy) vowel sounds.	<p><b>Set 1 sounds</b></p> <p><b>Consonants (Stretchy)</b> f, l, m, n, r, s, v, z, sh, th, ng, nk</p> <p><b>Consonants (Bouncy)</b> b, c, k, d, g, h, j, p, qu, t, w, x, y, ch</p> <p><b>Vowels (Bouncy)</b> a, e, i, o, u</p>
<b>Set 2 sounds</b>	The second group of sounds to be introduced through the programme according to the sequence of teaching set out in the Speed Sounds handbook. The sounds covered include long (stretchy) vowel sounds.	<p><b>Set 2 sounds</b></p> <p><b>Vowels (stretchy)</b> ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy</p>
<b>Set 3 sounds</b>	The third and final group of sounds to be introduced through the programme according to the sequence of teaching set out in the Speed Sounds handbook. In this set the children learn alternative graphemes for sounds learnt in phase 2 as well as new sounds – ire, ear and ure. It also introduces the alternative consonant graphemes ti and ci (as in tion, tious and cious word endings)	<p><b>Set 1 sounds</b></p> <p><b>Consonants (Stretchy)</b> ti, ci</p> <p><b>Vowels (bouncy)</b> ea</p> <p><b>Vowels (stretchy)</b></p>

		a-e, ai, y, ea, e, i-e, o-e, oa, u-e, ew, aw, are, ur, er, ow, oy, oi, ire, ear, ure
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**Appendix 3**

**The Learning Environment**



The RWI sounds picture frieze is displayed in every classroom and teaching area in Reception and KS1.



The RWI Simple Speed Sounds poster is displayed in every classroom in Reception and KS1.



Complex Speed Sounds											
Consonant sounds											
f	l	m	n	r	s	v	z	sh	th	ng	
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk	
ph	le	mb	kn	wr	se		s	ci			
					c		se				
					ce						
b	c	d	g	h	j	p	qu	t	w	x	y
bb	k	dd	gg		g	pp		tt	wh		
	ck				ge						ch
	ch				dge						tch
Vowel sounds											
a	e	i	o	u	ay	ee	igh	ow			
	ea				a-e	y	i-e	o-e			
					ai	ea	ie	oa			
						e	i	o			
							y				
oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure	
u-e			oor	are	ur	ow	oi				
ue			ore	er	er						
ew			aw	au							

The RWI Complex Speed Sounds Poster is introduced and displayed as children begin set 3.

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<b>grapheme-phoneme correspondences</b>	<p>The links between letters, or combinations of letters (<a href="#">graphemes</a>) and the speech sounds (<a href="#">phonemes</a>) that they represent.</p> <p>In the English writing system, graphemes may correspond to different phonemes in different words.</p>	<p>The grapheme <u>s</u> corresponds to the phoneme /s/ in the word <i>see</i>, but...</p> <p>...it corresponds to the phoneme /z/ in the word <i>easy</i>.</p>
<b>phoneme</b>	<p>A phoneme is the smallest unit of sound that signals a distinct, contrasting meaning. For example:</p> <p>/k/ contrasts with /k/ to signal the difference between <i>tap</i> and <i>cap</i></p>	<p>The word <i>cat</i> has three letters and three phonemes: /kæt/</p> <p>word <i>catch</i> has five letters and three phonemes: /kætʃ/</p> <p>The word <i>caught</i> has six letters and three phonemes: /kɔ:t/</p>

	<p>contrasts with /l/ to signal the difference between <i>bought</i> and <i>ball</i>. This contrast in meaning that tells us there are two distinct phonemes at work.</p> <p>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 <a href="#">grapheme</a>.</p>	
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### 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: .....