



Millhouse

Primary School and Nursery

Phonics Policy

To be reviewed: Autumn Term 2024

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Aims

The aim of this policy is to ensure that a consistent 'whole school' approach is applied to the teaching of phonics. The principle objectives of the teaching and learning of phonics are to enable all children to access reading and spelling at an age appropriate level and to aim for all children in our school to learn to read by the age of six.

In order for this to happen we need to ensure:

- Consistency in the approach to teaching phonics throughout EYFS and KS1, and KS2 where appropriate
- Rigorous planning, assessment and tracking
- Quality first teaching that is lively, interactive and investigative
- Opportunities for children to apply their phonic skills in all curriculum areas
- That all children are able to read age appropriate material
- That all children can spell at an age appropriate level

Good quality phonic teaching secures the skills of word recognition and decoding which allow children to read fluently. This will result in children being able to read for pleasure and develop comprehension skills. These skills need to be taught using a systematic synthetic phonics programme.

Methodology and Organisation

EYFS and Year 1 follow Supersonic Phonic Friends, one of the DfE's approved systematic synthetic phonic teaching programmes. The structure and order of sounds correspond with the milestone objectives from the National Curriculum and Early Learning Goals. The scheme books we are using link directly with the units being taught in Phonics, to ensure a systematic synthetic phonetic approach to the teaching of reading. Supersonic Phonic Friends ensures children develop passion for reading and the confidence to independently apply each skill when reading and writing. Children will be highly motivated to 'read with speed' and 'write with all their might!'. From Year 2, interventions are planned for those children who have not yet passed the Year 1 Phonics Screening Test. Interventions will either continue to follow Supersonic Phonic Friends or adopt other approaches such as Phonological Awareness, Toe by Toe or precision monitoring, taking individual needs into account. Year 2 are also following Supersonic Phonic Friends to teach the spelling rules needed in year 2 but also reinforce the sounds learnt previously. Support will also be provided for older pupils who may be experiencing difficulty in reading/writing because they have missed or misunderstood a crucial phase of systematic phonics teaching, this again could be through using Supersonic Phonic Friends or through other relevant interventions needed.

Expectations

Year group	Autumn	Spring	Summer
Nursery	Phase 1, called Firm Foundations in Phonics 1	Phase 1	Phase 1
Reception	Phase 1 and Phase 2 called the Basics 2	Phase 3 called The Basics 3	Continue phase 3 and begin phase 4 called The Basics 4
Year 1	Revisit previous phases as necessary, then Phase 4.	Phase 5 called The Higher Levels 5 Choose to Use Spellings and Phonics Screening Check revision	Phase 5 spelling rules called The Higher Levels 5 Switch it Spell Sounds
Year 2	Revisit previous phases as needed, especially The Higher Levels 5 Switch it Spell Sounds. Then start the year 2 spelling rules, called Suze's Super Spelling Rules Y2	Year 2 spelling rules	Year 2 spelling rules

Children revisit previous phases where needed to allow us to meet the needs of all children.

During the Foundation Stage the children will:

- Work on Phase 1 of Supersonic Phonic Friends begins in Nursery to develop listening skills and to discriminate phonemes and blend and segment words orally. Aspect 1 looks at environmental sounds, aspect 2 on instrumental sounds, aspect 3 on body percussion, aspect 4 looks at rhythm and rhyme, aspect 5 alliteration, aspect 6 voice sounds and finally aspect 7 blending and segmenting. This is continued in Reception because, these skills are the firm foundations in reading and without these skills children are unable to read and write words independently.
- Cover Phases 2, 3 and 4 of Supersonic Phonic Friends are ideally learnt by the end of the Reception Year.
- Learn letter names and use them when discussing phonemes e.g. 'the letter b sometimes makes a /b/ sound'
- Hear, use and begin to understand the terms: letter, phoneme, grapheme, digraph, trigraph, blend and segment.
- Have a 30 minute session of phonics a day, comprising of teaching input, practise and applying work and independent follow up activities afterwards
- Develop and practise phonic skills throughout the day during adult supported writing, focused and/or 1:1 reading and child-initiated activities.

During Year One the children will:

- Become secure in the previous phases taught, revisiting where necessary.
- Complete Phase 5 of Supersonic Phonic Friends by the end of Year One.
- Complete the additional phonic and spelling objectives from the National Curriculum, this can be through Suze's Super Spelling Rules Y1
- Hear, use and understand the terms: letter, phoneme, grapheme, digraph, split digraph, trigraph, blend and segment.

- Have 1 x 30 session of Supersonic Phonic Friends a day: with a mix of reading and spelling in over the week. Some additional phonics games may be carried out at other times during the day.
- Develop and practise their phonic skills throughout the day during writing, focussed reading (20 minutes per day) and in cross curricular activities.

Year 2

Year 2 are now following Supersonic Phonic Friends teaching a 30 minute session a day, still with the same layout and phrases as used in Reception and Year 1 but teaching the year 2 spelling rules. Those who failed or did not take the Phonic Screening Check are having extra phonics sessions each week.

Differentiation

Supersonic Phonic Friends is purposefully designed to keep all pupils together as much as possible. The Clackmannanshire research (which underpins the programme) showed that keeping the children together during the daily Phoneme Sessions fostered a sense of social inclusion and boosted the performance of the children who were progressing more slowly. Teachers make daily, on-going assessments of children to ensure that planning targets individual needs and whole class needs, and addresses any gaps in learning.

If there is a need, pupils will be given extra support to help them improve reading skills and make progress. Small intervention groups are planned as needed. Tuition is also being provided for children working below the expected levels in year 1.

The children in the SEND Windmill Hub are also following the Supersonic Phonic Scheme but at their own pace, breaking it down into shorter sessions when needed or making some adaptations. This is reinforced throughout the day with activities and songs.

Displays and Learning Resources

Phonics displays are added to in class as each new grapheme or tricky word is introduced. Graphemes are displayed from the phase children are working on and in the order that they are taught using the Supersonic Phonic Friends logos with pictures. Non-decodable words are displayed separately, in the order taught. Children have access to phased grapheme charts/sound mats to support their learning and should match the same pictures as the display. Alphabet charts with lower- and upper-case letters are displayed in EYFS and KS1.

Assessment and Monitoring

Daily sessions include whole-class revision and new phoneme focus sections which identify those children who need immediate and targeted extra support during the subsequent guided independent work. Summative assessments are included at the end of Supersonic Phonic Friends units and phases ensuring frequent and detailed feedback for teachers to act on.

Year 1 children are tracked through past phonics reading check papers, as are the year 2 children who failed the reading check in year 1. These on-going assessment sheets are updated as appropriate and are used to inform Class Phonics Tracking Sheets. Phonics lessons, activities, interventions and tracking sheets are monitored by the leadership team regularly.

All pupils in Year One will be screened using the National Assessment materials by the end of June. If the pupils in Year One fail the screening they will be retested when they are in Year Two. This data will be submitted to the Local Authority.

Lessons to be observed regularly by SLT, phase leaders or the phonics lead to ensure there is high quality teaching and learning showing fidelity to the scheme.