

Millhouse Primary School and Nursery Phonics Policy

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. 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
- Pupils 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 phonic skills need to be taught systematically following the format of revisit and review, teach, practise and apply (see example appendix for an example lesson).

Methodology and Organisation

A mix of Letters and Sounds and Read, Write, Ink is used in EYFS following the structure above to best meet the needs and interests of the children. Year 1 follow the Letters and Sounds structure and order of sounds, again adapting lessons for the needs of the children following the same structure. EYFS and year 1 still following milestone objectives from Development Matters and the National Curriculum. Jolly Phonics actions and rhymes are used alongside Letters and Sounds to aid retention of phonemes/graphemes. Phonics Play is used as a resource to support planning and resources and is adapted by the class teacher to match their class's needs. 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 Letters and Sounds or adopt other approaches such as Phonological Awareness, Read Write Inc. or Toe by Toe or precision monitoring, taking individual needs into account.

Expectations

Year Group	Autumn	Spring	Summer
Nursery	Phase 1	Phase 1	Phase 1
Reception	Begin Phase 2 and 3	Continue Phase 3	Begin Phase 4
Year 1	Phase 5	Phase 5	Phase 5
Year 2	Phase 6/Spelling	Phase 6/Spelling	Phase 6/Spelling

During the Foundation Stage the children will:

- Work on Phase 1 of Letters and Sounds in Nursery (and alongside the other phases in Reception) to develop their listening skills, discriminate phonemes and blend and segment words orally.
- Complete Phases 2, 3 and 4 by the end of the Reception Year.
- Learn letter names and use this 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, split digraph, trigraph, blend and segment. • Have 1 x 30 minute session of phonics a day.
- Develop and practise their phonic skills throughout the day during adult supported writing, guided and/or 1:1 reading and child initiated activities.

During Year One the children will:

- Complete Phase 5 of Letters and Sounds by the end of Year One.
- Complete additional phonic and spelling objectives from the National Curriculum.
- Hear, use and understand the terms: letter, phoneme, grapheme, digraph, split digraph, trigraph, blend and segment.
- Have 1 x 30 minute session of phonics a day: with a mix of reading and spelling in each session. Some additional phonics games are carried out at other times during the day.
- Develop and practise their phonic skills throughout the day during writing, guided reading and in cross curricular activities.

Differentiation

Teachers make daily, on-going assessments of children to ensure that planning targets individual and class needs, and addresses any gaps in learning.

Within class LSAs are used to target specific groups of children. Small intervention groups are planned for pupil premium children, children with SEN and those identified as not having made expected progress.

Where necessary and decided on a termly/yearly basis (depending on the cohort) setting to take place to make sure all children can reach their potential.

Displays and Learning Resources

Letter and Sounds displays are added to 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. Decodable and Tricky words are displayed separately, in their phases and in Letters and Sounds order. That week's focus is highlighted on the display. Children have access to phased grapheme charts/sound mats to support their learning. Alphabet charts with lower and upper case letters are displayed in EYFS and KS1.

Assessment and Monitoring

Teachers make daily, on-going assessments of children to ensure that planning targets individual and class needs. EYFS and SEN children's progress are recorded and tracked on individual Letters and Sounds Assessment Sheets (see attached) with a different colour highlighter used for each term to show progress across the year. Year 1 children are tracked through past phonics reading check papers and 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.

Class Phonics Tracking Sheets are completed at the end of each half term to track progress through the phases. Phonics lessons, activities, interventions and tracking sheets are monitored by the leadership team regularly.

National Phonic Screening

All pupils in Year One will be screened using the National Assessment materials in Term 6, 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.

Professional Development for the Year 2018-2019

- Observations of sessions, setting individual targets and supporting where necessary
- Training and supporting LSAs in completing interventions.
- Supporting KS2 teachers and LSAs with SEN children.

Appendices:

























Jolly Phonics actions and rhymes

Letters and Sounds Assessment Sheets

Class Phonics Tracking Sheets

Past year 1 phonics check and recording sheet

Jolly Phonics Actions

	S Weave hand in an s shape, like a snake, and say <i>sssss</i> .	
	a Wiggle fingers above elbow as if ants crawling on you, saying <i>a, a, a</i> .	
	t Turn head from side to side as if watching tennis and say <i>t, t, t</i> .	
	i Pretend to be a mouse by wiggling fingers at end of nose and squeak <i>i, i, i, i</i> .	
	p Pretend to puff out candles and say <i>p, p, p</i> .	
	n Hold arms out at side, as if a plane, and say <i>nnnnnnnnnn</i> .	
	ck Raise hands and snap fingers as if playing castanets and say <i>ck, ck, ck</i> .	
	e Pretend to tap an egg on the side of a pan and crack it into the pan, saying <i>eh, eh, eh</i> .	
	h Hold hand in front of mouth panting <i>h, h, h</i> as if you are out of breath.	
	r Pretend to be a puppy holding a rag, shaking head from side to side and say <i>rrrrrrrr</i> .	
	m Rub tummy as if seeing tasty food and say <i>mmmmmm</i> .	
	d Beat hands up and down as if playing a drum and say <i>d, d, d, d</i> .	



g

Spiral hand down, as if water going down the drain, and say *g, g, g.*



o

Pretend to turn light switch on and off and say *o, o, o, o.*



u

Pretend to be putting up an umbrella and say *u, u, u, u.*



l

Pretend to lick a lollipop and say *l, l, l, l.*



f

Let hands gently come together as if toy fish deflating, and say *fffff.*



b

Pretend to hit a ball with a bat and say *b, b, b, b.*



ai

Cup hand over ear and say *ai, ai, ai.*



j

Pretend to wobble on a plate and say *j, j, j.*



oa

Bring hand over mouth as if something terrible has happened and say *oh!*



ie

Stand at attention and salute, saying *ie, ie.*



ee

Put hands on head as if ears on a donkey.

Move them up as you say the *ee* in *eeyore, eeyore.*



or

Put hands on head as if ears on a donkey.

Move them up down as you say the *or* in *eeyore, eeyore.*





Z

Put arms out at sides and pretend to be a bee, saying *ZZZZZZZZZZ*.



W

Blow on to open hand, as if you are the wind, and say *wh, wh, wh*.



ng

Imagine you are a weightlifter and pretend to lift a heavy weight above your head saying *ng..*



V

Pretend to be holding the steering wheel of a van and say *VVVVVVVV*.



oo OO

Move head back and forth as if it is the cuckoo in a cuckoo clock, saying *u oo, u oo* (short and long oo).



y

Pretend to be eating a yoghurt and say *y, y, y*.



x

Pretend to take an x-ray with an x-ray camera, saying *ks, ks, ks*.



ch

Move arms at sides as if you are a train, saying *ch, ch, ch*.



sh

Place index finger over lips and say *sh sh sh*.



th

Pretend to be naughty clowns and stick out tongue a little for *th*,



th

and further for **th** (this and **thumb**).



qu

Make a duck's beak with your hands and say *qu, qu, qu*.



ou

Pretend your finger is a needle and prick thumb saying *ou, ou, ou*.



oi

Cup hands around mouth and shout to another boat saying *oi!, ship ahoy!*



ue

Point to people around you and say *you, you, you*.



er

Roll hands over each other like a mixer and say *erererer*.



ar

Open mouth wide and say *ah*, as if at the doctors (UK English).



Millhouse Primary School and Nursery.

Letters and Sounds assessment sheet.

Child's name: _____ Date started: _____

Phase 2

Can give the sound when shown any phase 2 grapheme:

s		a		t		p		i	
n		m		d		g		o	
c		k		ck		e		u	
r		h		b		f		ff	
l		ll		ss					

Can independently read:

a		as		is		on		of	
off		back		dad		big		mum	
not		and		red		rat		bit	

ip		aff		hin		reb		ket	
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Can read tricky words

the		to		I	
no		go		into	

A cat is on the log.

Can I go to bed?

Phase 3

Can give the sound when shown all or most phase 3 graphemes:

j		z / zz		ng		oo		oi	
v		qu		ai		ar		ear	
w		ch		ee		or		air	
x		sh		igh		ur		ure	
y		th		oa		ow		er	

Can read the following words independently:

jazz		wax		chip		shop		rain	
coin		queen		farm		dear		thin	
night		fair		for		coat		how	
ring		boot		pain		curl		pure	

dar		zoot		quaom		chee		hish	
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Can read tricky words:

he		she		we		me	
be		was		you		they	
all		are		my		her	

Can spell the tricky words:

the		to		I	
no		go		into	

The cow was in the shed.

In March it rains.

Phase 4

Can read words with adjacent consonants

champ		paint		track		start		toast	
sport		thank		flight		brush		burst	
growl		clown		twin		went		from	

plood		grint		shreb		glorp		fowsp	
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Can spell words with adjacent consonants:

hump		went		tree		stop		roast	
spear		think		float		crush		greed	
quest		shift		just		point		twist	

Can read and spell two-syllable words:

	Read	Spell		Read	Spell		Read	Spell
lunchbox			children			desktop		
sandpit			handstand			helper		
shampoo			starlight			treetop		

Can read tricky words:

said		have		like		so		do	
some		come		were		there		little	
one		when		out		what			

Can spell the tricky words:

he		she		we		me	
be		was		you		they	
all		are		my		her	

What are you doing? said the clown.

The chimpanzee crashed into the tree.

Chomp the sweets and crunch them up.

Phase 5a

Can give the sound when shown the following graphemes:

ay		ph		aw		a-e		u-e	
oy		ie		oe		e-e		au	
wh		ue		ir		i-e		ou	
ew		ea		o-e					

Can read and spell

	Read	Spell		Read	Spell		Read	Spell		Read	Spell
pay			claw			screw			complete		
each			enjoy			make			tie		
home			time			when			toe		
elephant			girl			cue			cube		
launch			scout								

Can read the alien words:

phay		glaw		grake		shube		bloy	
quiek		voed		keve		thauck		whize	
tuech		brir		ploull		slead		chome	

Can read the tricky words:

oh		their		people		Mr		Mrs		looked	
called		asked		could		would		should			

Can spell the tricky words:

said		have		like		so		do	
some		come		were		there		little	
one		when		out		what			

Will a haunted venue make you scream?

An elephant said he flew like a bird!

Letters and Sounds: Phonic progress tracking sheet – Early Years Foundation Stage through Key Stage 1

Class:		Teacher/Practitioner:					
Reception		Pupil premium	EAL/dual language	SEN			
Progression		Autumn		Spring		Summer	
Phase 1 continuous through Phase 2 - 6 Show awareness of rhyme and alliteration. Distinguish between different sounds in the environment and phonemes. Explore and experiment with sounds and words.	Phase 6 / Support for Spelling (Yr 2) <i>Working on: Recognising phonic irregularities. and becoming more secure with less common grapheme-phoneme correspondences</i> <i>Working on: Applying phonic skills and knowledge to recognise and spell an increasing number of complex words.</i>					Y2	
	Phase 5 (Yr 1) <i>Working on: Reading phonically decodable two-syllable and three-syllable words.</i> <i>Working on: Using alternative ways of pronouncing and spelling the graphemes corresponding to the long vowel phonemes.</i> <i>Working on: Spelling complex words using phonically plausible attempts.</i>					Y1	
	Phase 4 (YR/Y1) <i>Working on: Segmenting adjacent consonants in words and apply this in spelling.</i> <i>Working on: Blending adjacent consonants in words and applying this skill when reading unfamiliar texts.</i>						
	Phase 3 (YR) <i>Working on: Knowing one grapheme for each of the 43 phonemes</i>	<i>Working on: Reading and spelling a wide range of CVC words using all letters and less frequent consonant digraphs and some long vowel phonemes.</i> Graphemes: ear, air, ure, er, ar, or, ur, ow, oi, ai, ee, igh, oa, oo <i>Working on: Reading and spelling CVC words using a wider range of letters, short vowels, some consonant digraphs and double letters.</i> Consonant digraphs ch, sh, th, ng <i>Working on: Reading and spelling CVC words using letters and short vowels.</i> Letter progression Set 7: y, z, zz, qu Set 6: j, v, w, x					
	Phase 2 <i>Working on: Using common consonants and vowels Blending for reading and segmenting for spelling simple CVC words.</i> <i>Working on: Knowing that words are constructed from phonemes and that phonemes are represented by graphemes.</i> Letter progression: Set 5: h, b, f, ff, l, ll, ss Set 4: ck, e, u, r Set 3: g, o, c, k Set 2: i, n, m, d Set 1: s, a, t, p						
	Phase 1 (7 Aspects) <i>Working on: Showing awareness of rhyme and alliteration, distinguishing between different sounds in the environment and phonemes, exploring and experimenting with sounds and words and discriminating speech sounds in words. Beginning to orally blend and segment</i>						

	<i>phonemes.</i>						
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