Phonics Policy

This policy was formulated in consultation with the staff and governors of Marton Manor Primary School in March 2020. It will be reviewed in 2022 or earlier if necessary.

Rationale

'In order to become a reader, a child needs to be able to gain access to meaning from printed symbols.' (Goswami, 2005, p. 273) High quality phonics teaching secures the crucial skills of word recognition that enable children to read fluenty and automatically. Once children are fluent readers, they are able to concentrate on the meaning of a text – reading to learn, rather than learning to read. High quality phonics teaching also contributes to the development of confident, independent spellers. Spelling is an essential skill for our children to develop if they are to become effective, independent and accurate writers.

Aims

- To provide a consistent, whole-school approach to the teaching of phonics.

- To enable children to become confident readers by the end of Key Stage 1.

At Marton Manor Primary School we use the Sounds~Write phonics programme. Sounds~Write is a quality first phonics programme that offers the classroom teacher an instructional method that works because it is a structured, multi-sensory, incremental and co-ordinated approach to teaching children to read and spell. The principal attainment targets are:

- Children to have understanding of the conceptual knowledge set out in the Sounds~Write programme (outlined below).

- Children to confidently use the skills of blending, segmenting and phoneme manipulation (outlined in more detail below)

- Children to have completed the Initial Code by the end of Reception.

- Children to pass the Year 1 Phonic Screening Check.

- Children to complete the Extended Code by the end of Key Stage 1.

- All children who did not meet these targets to be identified and given help to catch up in Year 3.

Teaching and Learning

- At Marton Manor we have a consistent approach to the teaching of phonics, using the Sounds~Write programme. In Reception and Key Stage 1, phonics is taught daily to the whole class.

- Sessions are planned by the class teacher using the Sounds~Write lessons. Planning should reflect and build upon prior learning.

- Teachers in Reception and Year 1 must ensure that enough exposure is given to the letter sound correspondences that children will need in order to pass the phonic screening assessment at the end of Year 1.

- Teachers will teach children these key concepts and skills throughout their phonics lessons:

Conceptual Knowledge

1. Letters are symbols (spellings) that represent sounds.

2. A sound may be spelled by 1, 2, 3 or 4 letters.

3. The same sounds can be spelled in more that one way.

4. Many spellings can represent more that one sound.

Skills

1. Blending – the ability to push together sounds to build words.

2. Segmenting – the ability to pull apart the individual sounds in words.

3. Phoneme manipulation – the ability to insert sounds into and delete sounds out of words.

- Teachers follow Sounds~Write lesson scripts precisely to ensure that language is accurate and consistent.

- Sounds are presented in the context of a whole word, not in isolation. No previous knowledge of sounds is needed before starting the lessons.

- Teachers refer to sounds, not letter names.

- Precise pronunciation of consonants should always be taught. Pupils should say the individual sounds separately and without an attached vowel e.g. /m/ is mmmmm, not 'muh'.

- The teacher uses gestures to let pupils now exactly what they want the pupils to do (e.g. pointing to individual sounds or running finger along a word to encourage children to blend.). Pupils are also encouraged to use gestures themselves.

- Writing and spelling is an integral part of each lesson.

- Teaching through errors is a very important part of the Sounds~Write approach. All teachers have a clear understanding of the potential errors they could encounter and specific ways to address them.

Reading Books

Children will be given an appropriate book that matches their phonics knowledge. Once children are showing some fluency in their reading, they will be STAR tested to determine whether they are ready to access the Accelerated Reader programme. These children will continue to access their phonics readers, but will also be able to take an extra book to read for pleasure and the chance to work toward their bronze, silver and gold awards.

Phonics Planning and Assessment

On-going formative assessment will be used by the class teacher and teaching assistants to determine how successful the children have been in their ability to recognise and write graphemes, orally blend and segment words and their ability to read and spell phonetically regular words. Teachers will move onto the next unit when 75-80% of the children are able to accurately apply the skills of blending, segmenting and phoneme manipulation using the sounds taught.

Children who are not secure should be identified and Sounds~Write diagnostic tests used to identify gaps in their skills and knowledge. Carefully targeted intervention should then be put in place to help these children catch up. Intervention should continue into Key Stage 2 for those children who are not secure in the Extended Code or who have still not mastered the key phonics skills.

National Phonic Screening

At the end of Year 1 there is a statutory assessment - Year 1 phonics screening check, which takes place in June each year. If the children do not reach the required standard they will be retested at the end of Year 2. This data will be submitted to the Local Authority and shared with parents.

Professional Development

All teaching staff who are delivering Sounds~Write have completed the four day course and received accreditation as Sounds~Write practitioners.

Progression in Phonics

Nursery Phonics: Letters and sounds Phase 1.

From this point, Sounds~Write to be used as the basis for all phonics planning. Note: these are guidelines only. Teachers should use their professional judgement about when to move on, based on their assessment of the children's accuracy.

Initial code - Reception

Skills	Knowledge	
To segment, blend and manipulate sounds in words with the structure:	Code	Conceptual
Unit 1 – **CVC**	a,i,m,s,t	Sounds can be represented by more than one letter.
Unit 2	n,o,p	
Unit 3	b,c,g,h	
Unit 4	d,e,f,v	
Unit 5	k,l,r,u	
Unit 6	j,w,z	
Unit 7	x,y,ff,ll,ss,zz	Some spelling are written with a double consonant.
Unit 8 – **VCC and CVCC**	No new code knowledge	
Unit 9 – **CCVC**	No new code knowledge	
Unit 10 – **CCVCC, CVCCC and CCCVC**	No new code knowledge	
Unit 11	sh, ch, th, ck, wh, ng, qu	Some spellings are written with two different letters

Children to complete bridging term (See Sounds~Write manual) at the end of Reception in preparation to begin Extended Code.

Extended Code (Year 1 to around Unit 25, then Year 2)

Skills:			Skills:
• segment to spell words containing the target sound; • blend to read words containing the target sound. **Knowledge:** • a sound can be represented by more than one spelling; • the most common spellings which represent the target sound.			• to manipulate alternative sounds in and out of words. **Knowledge:** • a spelling can represent more than one sound. • the most common sounds represented by the target spellings.
Unit	**Sounds**		**Spellings**
1	/ae/ first spellings		
2	/ee/ first spellings		
		3	Spelling <ea>
4	/oe/ first spellings		
		5	Spelling <o>
6	/er/ first spellings		
7	/e/		
8	/ow/		
		9	Spelling <ow>
10	/oo/ (as in m**oo**n) first spellings		
		13	Spelling <oo>
14	/u/		
		15	Spelling <ou>
16	/s/		
		17	Spelling <s>
18	/l/		
19	/or/ first spellings		
20	/air/		
21	/ue/		
		22	Spelling <ew>
23	/oy/		
24	/ar/		
25	/o/		
		26	Spelling <a>
27	/ae/ more spellings		

28	/d/		
29	/ee/ more spellings		
30	/i/		
		31	Spelling <y>
32	/oe/ more spellings		
33	/n/		
34	/er/ more spellings		
35	/v/		
36	/oo/ more spellings		
37	/j/		
38	/g/		
		39	Spelling <g>
40	/f/		
		41	Spelling <gh>
42	/m/		
43	/or/ more spellings		
44	/h/		
45	/k/		
46	/r/		
47	/t/		
48	/z/		
49	/eer/		
50	schwa /a/		

Polysyllabic words should be taught alongside the extended code.