



GROWING TOGETHER • POSITIVE ATTITUDE • SUCCESS IN ALL WE DO

Phonics Policy

Review Date	September 2022
Introduced	September 2021
Next Review	July 2023

Rationale

At Gunthorpe Primary School, we endeavour to ensure that all children become successful, fluent readers by the end of Key Stage One. This policy is aimed at reinforcing a consistent, high-quality approach to the teaching of phonics across EYFS, Key Stage 1 and on into Key Stage 2 for the children who still need further support.

A consistent approach and focus on children gaining phonics knowledge gives pupils a solid foundation for future learning.

Intent:

- To teach children aural discrimination, phonemic awareness and rhyme to aid reading, writing and spelling development.
- To encourage the use of segmenting and blending so that decoding skills provide a sound foundation for reading, writing and spelling.
- To ensure the teaching of phonics is lively, interactive and investigative.
- To ensure children use phonic awareness across the curriculum.
- To ensure that children know the 44 phonemes within the English Language.
- To ensure that children recognise the graphemes within words and associate them with the appropriate phoneme when reading,
- To ensure children are taught strategies to identify and decode 'tricky words'.

Implementation:

Planning and Lessons

Pupils will have a variety of teaching and learning experiences following the Jolly Phonics structure which includes actions, songs and stories. Most Phonics lesson includes the following sections:

- Daily Practise
- Teach
- Practise
- Apply
- Handwriting
- Tricky Words
- Assess – words and sentences

All children in EYFS and Year 1 will receive a phonics session twice daily. These sessions are designed to provide the children with a variety of multi-sensory learning experiences. The children will also be exposed to daily poetry and singing time.

Classes

Initially in EYFS, children participate in whole class phonics, then they are split into small groups. In Year 1 children are grouped from September. The children are all

grouped according to their phonic knowledge which is assessed by the class teacher. As children progress at different rates, these groups are changed regularly. Any children in Year 2 who did not pass the screening check during Year 1 will be grouped accordingly and will join a suitable group.

Progression

Pupils will be taught in 3 steps. Throughout all the steps the children have opportunities to consolidate previous learning.

Step 1:

Step 1 0% Completed					
Group 1	s	a	t	i	p n
Group 2	ck	e	h	r	m d
Group 3	g	o	u	l	f b
Group 4	ai	j	oa	ie	ee or
Group 5	z	w	ng	v	oo oo
Group 6	y	x	ch	sh	th th
Group 7	qu	ou	oi	ue	er ar

Step 2:

Unit 1 • daily practice • g as /d/ / SATSN • you your • the hen	Unit 2 • daily practice • short vowels • CVCBMD • come, some • in the park	Unit 3 • daily practice • short vowels and ck • GOULFB • said, here, there • on the pond	Unit 4 • daily practice • short vowels and double letters • J • they • the box	Unit 5 • daily practice • long vowels and magic e • ZW • go, no, so • the fish
Unit 6 • daily practice • long vowels and magic e • YQ • my, one, by • in the dark	Unit 7 • daily practice • ay and oy • the alphabet • only, old • the noisy ducks	Unit 8 • daily practice • ee as /e/ / • s and d • like, have • the queen	Unit 9 • daily practice • y and gh as /y/ / • n, m, sh • like, glue • digging for gold	Unit 10 • daily practice • ee as /ee/ and /ou/ / • caterpillar /u/ letters • little, down • the shark in the ship
Unit 11 • daily practice • e and or as /er/ / • left letters • fixing the car	Unit 12 • daily practice • ee as /ee/ / • letters with /ts/ under the line • what, when • the statue	Unit 13 • daily practice • ee, oo, u as /er/ / • e, i, u, u, u, u, u • who, which • having a picnic		

Step 3:

Unit 1 • daily practice • ph as /f/ / • any, many • out at sea • ABCDE, swimming along	Unit 2 • daily practice • read • more, before • yes or no • right, one sleeping cat	Unit 3 • daily practice • sailing • other, were • at the park • Jack playing in the park	Unit 4 • daily practice • ee, u, u, ee • because, went • read and match • NODIG, a trip to the lighthouse	Unit 5 • daily practice • ee, u, u, ee • saw, put • read and sheet • Thinks one weather
Unit 6 • daily practice • H, u, u, y, gh • could, should, would • sentence matching • XYZ, a snail in the rain	Unit 7 • daily practice • ee, u, u, ee • right, two, four • read, write and colour • see, ng, the little green frog	Unit 8 • daily practice • ee, u, u, ee as long /oo/ / • gem, does • in the zoo • see, ee, a visit to the zoo	Unit 9 • daily practice • ee, oo • really, stop • having a party • ee, ee, ee, a thank you letter	Unit 10 • daily practice • ee, oo • can't, open, always • read, then • ee, ee, ee, bee and red
Unit 11 • daily practice • ee, ee, ee • also, of, eight • crossword clues • ee, ee, ee, one team	Unit 12 • daily practice • ee, ee, ee • rose, cover, after • on the beach • ee, ee, ee, day at the beach	Unit 13 • daily practice • ee, ee, ee, ee as /ee/ / • every, mother, father • the midnight feast • a picture, the mouse in the castle		

During the end of Year 1 and in Year 2 the children will follow the Spelling Shed scheme which links to suffixes and prefixes that align with the National Curriculum expectations, unless further phonics teaching is needed.

Classroom Environment

In each EYFS and Year 1 class is an age appropriate Phonics display, concentrating on both sound and key words. In both EYFS and Year 1, the children have access to the sounds mats which links to the Jolly Phonic pictures and actions in order to support them with both their reading and writing,

In EYFS and beginning of Year 1 phonic activities are always available as part of child initiated learning, alongside this, children in Year 1 have access to Spelling Shed which allows them to listen and practise spelling words linked to their phonic learning. There are also a number of recommended Phonic apps that the children can access on the I-Pads.

Parental Involvement

Regular phonic workshops are held in EYFS and Year 1 in which parents are invited to. Parents are also invited in to participate in phonics session with their child. In EYFS and Year 1 the children are also set phonics challenges to help consolidate their learning, these are through fun activities and prizes are given upon the completion of them.

A phonics parent information session regarding the screening check is then held for all Year 1 parents and any parents in Year 2 re-sitting in the Summer Term.

Decodable Reading Books

All children are expected to read a minimum of 5 times a week, to accommodate this, children are given a fully decodable book that matches their phonics ability, focusing on consolidating previously learnt sounds.

Phonics support in KS2

As a school we are aware that some children still need to continue with phonics in KS2, to build on the learning from EYFS and KS1. The children continue to be assessed regularly and their phonics sessions focus around a phonetically decodable book linked to the key sound(s) they are learning. These texts are KS2 friendly and move the learning on from the Jolly Phonics books.

Impact

Assessment

The phonic knowledge of all pupils in EYFS and Year 1 is assessed half termly, so that children can be grouped accordingly. These assessments are then used to inform the teacher of individual pupils' progress as well as highlighting any gaps which have emerged to shape the teaching of phonics for the coming half term.

Phonics Screening Check

In line with statutory requirements, all pupils in Year 1 (2022-2023) will undertake a phonics screening in Summer term. The results of this screening will be included in the

child's school report at the end of the Summer term. Prior to this, all children during Year 1 in each half term will gain experience of accessing similar tests materials as those used in the screening and a gap analysis will be conducted and used to address learning needs. These tests completed half termly will then be shared with parents so that they can see the progress their child is making.

In line with statutory requirements, any pupils in Year 2 who did not meet the expected standard in June 2022 will be rescreened half termly. They will continue with regular phonics teaching and interventions in order to help close any gaps they may have.

Any individual pupils who still are receiving phonics support after Year 2 will be assessed regularly using the phonics assessment booklet or will participate in Supported Spelling depending which is more suitable for them, and will be tracked by the English Subject Leader and SENCo (if applicable).