The Links Primary School

Phonics Policy

DOCUMENT CONTROL

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Contents

1. Intent

If a child memorises 10 words, the child can only read 10 words. But if a child learns 10 sounds, the child will be able to read 350 three-sound words, 4320 four-sound words and 21650 five-sound words.

Martin Kozloff, 2002

1.1 Purpose

This teaching and learning policy is written so that staff, parents and governors are clear with regard to the standards, practices and expectations of phonics across The Links Primary School.

All elements of the teaching of phonics are underpinned by The Links vision and values:

Dream, Believe, Achieve

As well as the Links Learning Powers that drive all aspects of our curriculum:

Independence, Risk taking, Problem solving, Resilience, Curiosity, Creativity

1.2 Introduction

Here at The Links, we recognise that a child's ability to read hinges upon them mastering two areas of skill:

1. Mechanics of reading words (speedy decoding and progressive development of fluency)
2. Comprehension (eliciting meaning from a text)

This reflects Hollis Scarborough's Reading Rope:

Skilled Reader   =   1. Word Mechanics   +   2. Language Comprehension

Phonological awareness	Background knowledge
Blending & segmenting	Vocabulary
Fluency	Language Structures
Prosody	Verbal Reasoning
	Literacy Knowledge
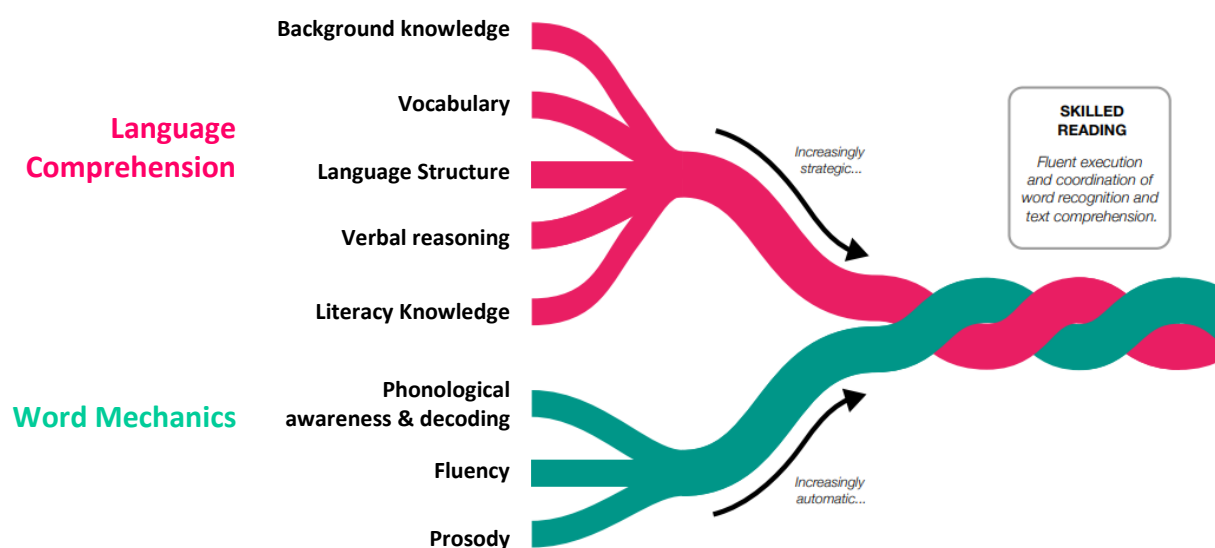
Strand	What does it include?
Background Knowledge	Facts, concepts, information etc.
Vocabulary	Breadth of language; the ability to use it precisely; links between language etc.
Language Structure	Syntax, semantics etc.
Verbal Reasoning	Inference, understanding of figurative language etc.
Literacy Knowledge	Understanding of forms and genres.
Phonological Awareness	Syllables, hearing phonemes, recognising graphemes, segmenting, blending, recognising vowels and consonants etc.
Fluency	Secure sight familiarity with words such that they can be read without phonic strategies to achieve automaticity in reading.
Prosody	Intonation, stress, expression, rhythm, volume, audiological emphasis

As when braiding a rope, the two areas of skill should not be taught in isolation. For example, it should not be the case that phonics is taught first, leading on to language comprehension later. Rather, all strands of the rope must be taught simultaneously. Word mechanics makes language comprehension possible, while language comprehension gives meaning to the words being read.

1.3 Rationale of Phonics

A fundamental strand within the teaching of reading is that of phonological awareness. We want every child to '*crack the phonic code*'. This means that each child will receive clear teaching to develop the skillset and confidence to hear, recognise, sound, segment and blend: the core mechanical skills of reading.

Phonics instruction must be rigorous and consistent across the school to ensure that children develop a secure foundation in the mechanics of reading and spelling. It is clear that this area of learning is of critical importance to each child, and it must be taught in a sequential, cumulative manner as each child moves through school. This will ensure that children at The Links can tackle unfamiliar words as they read while ensuring that they become confident, fluent readers by the end of Key Stage One.

1.4 Our Programme: *Sounds4Life*

The Links follows the '*Sounds4Life*' programme in the teaching of phonics. This is a systematic approach to synthetic phonics that has been developed internally by our Academy Trust from the DfE's '*Letters and Sounds*'. Following this approach, the teaching of phonics begins in Nursery/Reception and follows a phonics progress overview, developing phonic knowledge in an incremental manner. This includes children growing their knowledge of the alphabetic code and mastering the relationships between all 44 phonemes and 250 graphemes to read and spell as they move through school.

1.4.a Consistent Approach

Progress in phonics is best achieved through a uniform, consistent approach. By utilising repetition and familiarity of lesson format, a child's cognitive focus is directed exclusively to the learning of the phonic content. This approach is designed based on 'Cognitive Load Theory'. By making a lesson format predicable, a child is able to focus more on its content and attain highly. The programme's resources provide The Links with an approach that is rigorous, systematic and simple for staff to provide fidelity to a single, school-wide framework. The purpose of this is ultimately to achieve the best outcomes for its children as they become confident and fluent readers.

1.5 Context

The Links Primary School is slightly smaller than the average-sized primary school. The proportion of pupils known to be eligible for the pupil premium is below average, whilst the overall proportion of pupils who have special educational needs and/or disabilities is also below average (including those which have an education, health and care plan). Most pupils in school are of White British heritage with only 16% of pupils from minority ethnic backgrounds. Only 3% of children in school have a home language which is not English. Children attend school regularly and punctually, with

attendance consistently above National Average for all pupils, including vulnerable pupils. The proportion of pupils meeting the expected standard in reading, writing and maths by the end of KS2 is higher than the national average. In reading, the school's progress score is +2.56.

1.6 Aims

At The Links, we recognise the importance of reading as a fundamental life skill that is key to success in accessing the wider curriculum. We have high expectations for all children, ensuring that no child is left behind. We aim to ensure that all children, including the lowest 20%, can make expected or above progress in phonics through the application of a consistent, quality approach, implementing the three waves of learning:

- **Wave One**
  Inclusive, quality first teaching for all

- **Wave Two**
  Additional interventions to enable specific children to work at age-related expectations

- **Wave Three**
  Highly personalised interventions

1.6.a Objectives:

1. All children to recognise and differentiate a wide variety of environmental, instrumental and body percussive sounds.

2. All children recognise and engage in rhyme, rhythm and alliteration.

3. All children to be able to orally segment a spoken word into sounds and blend sounds into full words.

4. All children to recognise all grapheme-phoneme correspondences of English - the alphabetic principle.

5. All children can read 'tricky words', identifying the part that is not decodable.

6. All children to be able to apply their increasingly-complex phonic knowledge to read and spell.

7. All children to meet or exceed the expected standard at the point of the Phonics Screening check in Year 1.

8. All children apply their phonics learning when reading, spelling and writing across the wider curriculum.

2. Implementation

2.1 Standardised Terminology

For the 'Sounds4Life' programme to work effectively, it is important that all delivering adults use standardised terms consistently and accurately. Children need to hear the correct terms applied to phonics instruction so that they are able to talk and think about their own learning to promote higher order thinking and better engagement. A full glossary of standardised terminology has been included in Appendix A1.

2.2 Variation in accent

Be aware of significant regional variations in phonic pronunciation. Accents across England are highly diverse, which manifests as a significant variation in the pronunciation of many of the 44 phonemes of the English language. Children must not be penalised for pronunciation variation as a result of their accent. For example, the letter 'a' in 'grass' can be pronounced as a long 'ar' sound (associated with accents from Southern England) or short vowel 'a' sounds (associated with accents from Northern England). It is important to teach the sound-to-letter relationships which best suit the children being taught in relation to their regional accent.

2.3 Programme of Study

When children join us in nursery or reception, they will begin to learn how to read using a sequential approach known as systematic synthetic phonics. This is commonly referred to simply as 'phonics'. This is the teaching of the mechanics of reading based on the recognition of phonemes (sounds) and graphemes (letters and letter combinations). It is the general approach adopted across the UK for teaching children to read.

Children begin learning phonics in nursery, and will continue until they reach the end of Key Stage 1. Throughout this time, they will work through six sequential phases of phonics. Note that in Phase 1, children should focus on sounds alone, and are not expected to recognise or form written letters.

The approach divides phonics teaching into 6 phases:

2.3.a Six phases of phonics

Phase	Coverage		Examples
Phase 1	Aspect 1	Environmental sounds	**Discriminating** common sounds around them (e.g. sounds from nature, vehicles, weather etc.)
	Aspect 2	Instrumental sounds	**Discriminating** the sounds of different instruments and recognising volume.
	Aspect 3	Body percussion	**Discriminating** the sounds the can be made using our bodies (e.g. clapping, stamping, chattering teeth etc.).
	Aspect 4	Rhythm	**Hearing**, following and copying a beat.
		Rhyme	**Hearing** common sounds in groups of words (e.g. sat, cat, hat); knowing common nursery rhymes; and being able to complete a rhyming string.
	Aspect 5	Alliteration	**Hearing** common sounds at the start of words (e.g. the big brave boy).
	Aspect 6	Voice sounds	**Hearing** differences between vocal sounds and observing mouth shape during different phonetic formations.
	Aspect 7	Oral blending	**Hearing** the 'c', 'a' &'t' sounds and being able to blend them together to make 'cat'.
		Oral segmenting	**Hearing** the word 'cat' and being able to segment it into the 'c', 'a' and 't' sounds.
Phase 2	- Learning the sounds that single letters make. - Learning the sounds that some double letters make – these are known as digraphs. - Learning to read vowel-consonant [VC] words. - Learning to read consonant-vowel-consonant [CVC] words. - Learning to recognise some high frequency 'tricky words' that don't follow standard phonic rules. - Learning the name of the letters in conjunction with the sounds that they make.		s, a, t, p, I, n, m, d, g, o, c, k, e, u, r, h, b, f, l ck, ff, ll, ss 'on', 'it', 'is', 'at', 'if' 'cat', 'sit', 'back', 'hot' 'the', 'to', 'I', 'no' and 'go' 'of'
Phase 3	- Learning the final set of single-letter sounds. - Learning the sounds of more complex digraphs.		j, v, w, x, y, z zz, qu, ch, sh, th, ng, ai, ee, oa, oo, ar, or, ur, ow, oi, er igh, ear, air, ure

	-	Learning the sound that some triple letters make – these are known as trigraphs. - Learning more high frequency 'tricky words'. - Spell all Phase 2 tricky words. - Blend and read CVC words	'he', 'she', 'we', 'me', 'be', 'was', 'my', 'you', 'her', 'they', 'all', 'are', 'because' 'soap', 'right', 'down', 'beard'
Phase 4	-	Practise reading and spelling CVCC, CCVCC (etc.) words using Phase 2 & 3. - Read and spell some polysyllabic and compound words. - Blending confidently. - Beginning to read some words without needing to 'sound them out' - Read and write sentences. - Learning more 'tricky words'. - Learning to spell Phase 3 tricky words. - Learn grapheme blends made up of 2-3 adjacent consonants.	'bump', 'gust', 'hand', 'golf', 'crisp', 'trash', 'frown', 'smart' 'rooftop', 'cornet', 'desktop', 'chimpanzee' 'some', 'one', 'said', 'come', 'do', 'so', 'were', 'when', 'have', 'there', 'out', 'like', 'little', 'what'. st , mp, nt, nk, ft, sk, lt, lp, lf, lk, xt, nch, scr, shr, thr, str, spr
Phase 5	-	Learning alternative ways to represent sounds when reading. - Learning alternative ways to represent sounds when spelling. - Use phonic knowledge to read and spell unfamiliar words up to 3 syllables. - Read and spell all 100 high frequency 'tricky words'. - Learning about split digraphs.	ay/ai, oy/oi, er/ur/ir, ow/ou, igh/ie, ea/ee/ey, ue/ew, aw/or/au, ph/f, oa/ow/oe potatoes, annoying, whenever, elephant, alphabet, computer When a digraph is split by a consonant, the vowel is usually pronounced as its name. In the word 'dame', the 'm' is splitting the 'ae' digraph, but the 'ae' is still heard.
Phase 6	-	Practising decoding unfamiliar words aloud. - Practising decoding unfamiliar words in their head. - Applying prefixes and suffixes. - Converting words between tenses. - Applying apostrophes. - Using a dictionary. - Proof reading writing. - Range of more complex spelling rules.	Kind → unkind; long → longest Limp → limped I am → I'm

Children who are not secure in phonics by the end of Year 1 will continue accessing the *Sounds4Life* programme to establish confidence in the mechanics of reading. These continued sessions will continue to be delivered in a manner consistent with *Sounds4Life* approach.

2.3.b Programme of Phases

Sounds4Life should be taught following a specific order and programme of sounds. This programme is available as a document separate to this policy. A broad overview of the phase progression is indicated in the table below. It should be noted that a strong and exclusive focus on Phase 1 phonics in nursery should prepare children well for beginning to learn grapheme-phoneme correspondences (GPCs) in Reception.

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	**Phase 1** Sound discrimination	**Phase 1** Sound discrimination	**Phase 1** Rhythm, rhyme and alliteration	**Phase 1** Rhythm, rhyme and alliteration	**Phase 1** Voice sounds, oral blending and oral segmenting	**Phase 1** Voice sounds, oral blending and oral segmenting
Reception	Phase 2*	**Phase 2**	**Phase 3**	**Phase 3**	**Phase 3**	**Phase 4**
Year One	Phase 3/4 Review	**Phase 5**	**Phase 5**	**Phase 5**	**Phase 5**	**Phase 5** & Phonics Screening
Year Two	**Phase 5** Review	NC Spelling programme	NC Spelling programme	NC Spelling programme	NC Spelling programme	NC Spelling programme

* Phase 2 teaching begins in the third week of Reception following a review of Phase 1 aspects

2.4 Delivering the Programme

All teachers and LSAs in EYFS and KS1 deliver phonics instruction daily through the consistent approach outlined below, and must be trained for the purpose of this delivery. This delivery involves adapting an agreed, standardised PowerPoint format and streaming children into groups to facilitate rapid progress. Lessons are fully planned, but teachers will need to adapt the review section of resources to focus on the specific GPCs that the children in their class need.

Activities have been planned and sequenced carefully to achieve pace in the teaching of phonics. Streaming must be based on where the children's gaps are.

Phonics lessons are taught 20-30 minutes per day, covering 2 GPCs per week (1 per week if it is a trigraph).

- Monday: GPC 1   Reading focus
- Tuesday: GPC 1   Writing focus
- Wednesday: GPC 2   Reading focus
- Thursday: GPC 2   Writing focus
- Friday: Tricky word focus

Daily sessions must include the lesson features outlined below.

1. **Review**
2. **Teach**
3. **Practise**
4. **Apply**

The Sounds4Life programme provides detailed and clear methods for the teaching of each part of a lesson. These will vary depending on the phonics phase being taught (see appendices 6.2, 6.3 & 6.4 for details). All of these elements are planned to ensure consistency in approach and reduce teacher workload.

2.5 Resources

2.5.a   In-School Reading: Junior Learning Books

The *Sounds4Life* programme is fully resourced against the '*Junior Learning*' scheme of books by educational neuroscientist Dr. Duncan Milne and children's author Anna Kirschberg. In-school learning is mapped to these decodable reading books which have been written in accordance with the latest research in cognitive psychology. Each sound from phase 2 to 5 has corresponding books matched to them. Class sets of these books are available for full-class work to ensure that texts mirror the sound being taught.

*"A **decodable** reading book is a book that only contains letter sounds that a child has already learnt. Texts are strictly controlled to only include words made up of letter sounds that have been previously taught."*
- www.juniorlearning.co.uk/collections/decodable-readers

When reading individually, children access books from this decodable scheme. Teaching teams are to ensure that texts match the phase and sound appropriate to the child's learning.

As per the instructions in the front, inside cover of each Junior Learning book, children should begin their reading by reviewing the sounds they have been previously taught. They will also be asked to read specific 'tricky words'. By doing this, children are demonstrating that they have the decoding skills necessary to access that specific text.

2.5.b   Home Reading: Bug Club

The government-validated '*Bug Club*' scheme published by Pearson is used to ensure that each child's home reading books are matched to their current phonics phase and sound. This mirrors the coverage they have achieved so far within school.

We engage our families and share information about phonics via online platforms and workshops hosted in school. This helps to build a secure partnership to ensure that children can make the most out of their time reading both in school and at home.

We also encourage children to engage with others books (e.g. when reading with parents) to develop a love of reading. During this time, parents should model the reading to encourage prosodic strategies.

2.5.c   Children Beyond Year 1

Any child who does not meet threshold at the point of the phonics screening check in Year 1 should continue to access books from the Junior Learning scheme for in-school reading, and the Bug Club scheme for home loans. These books must be matched to the child's phase and sound.

2.5.d   Learning Environment

Working walls and phonics displays present children with graphemes and tricky words already taught to reinforce learning. The focus of current phonics teaching should be displayed and obvious. Children and staff alike are encouraged to engage with these resources throughout learning.

2.5.e   Reading for Pleasure

At The Links, we value reading, and work hard to nurture a culture of reading for pleasure. This is incredibly important to ensure that children enjoy engagement in a skill that will serve them throughout their education and lives beyond.

"Reading for pleasure is the single most important indicator of a child's success."
- OECD: - 2002

- **We read with children every day.**
  We choose these books carefully as we want children to experience a wide range of books reflecting both the local community and cultures from elsewhere in the UK and the wider world.

- **We have inviting reading areas in classrooms.**
  We curate the books contained within these areas to entice children to read from a wide selection. Children in EYFS have access to this area throughout free-flow time and books are regularly refreshed.

- **We encourage, monitor and reward home reading.**
  Children's reading at home is recorded and rewarded as a positive reinforcement strategy to promote a love of reading.

- **We visit local libraries.**
  Children engage in community environments where they can immerse themselves in the culture of reading.

- **We use a central school library**.
  Children learn to appreciate the value of books as important resources as well as sources of entertainment.

- **We host a calendar of special events.**
  Inviting in authors and book fairs and engaging in national events (e.g. World Book Day) and workshops helps to bring reading alive and stimulate a passion for the written word.

2.6 Comprehension

It is important to recognise that effective phonics must be taught as part of a wider reading curriculum where children are taught to read for both pleasure and purpose. The National Curriculum (2014) aims to ensure that all pupils:

- Read easily, fluently and with good understanding

- Develop the habit for reading widely and often, for both pleasure and information.

- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language

At EYFS, this includes a balance of child-led and adult-led experiences for all children to meet the Early Learning Goal (ELG) expectations for 'Communication and Language' and 'Literacy'. These experiences include:

- Sharing high-quality stories and poems in an interactive and engaging manner.

- Learning a range of nursery rhymes and action rhymes.

- Activities to develop focused listening and attention (with a focus on oral blending and segmenting).

- Attention to high-quality language.

Further information relating to the teaching of English at EYFS is covered in our Early Years Policy.

From Reception onwards, children should be taught reading comprehension explicitly. This forms one of the two major strands of the reading rope (see 1.2). Comprehension is taught as part of Guided Reading groups (up to Year 1) or whole-class reading (Year 2 onwards). Throughout taught sessions, teachers must cover the full range of statutory reading content domains. There are five domains in KS1 (Y1-2) and eight domains in KS2 (Y3-6).

2.6.a   Key Stage 1 (Y1-2) Content Domains

Domain	Skill	Content
1a	Decode	Draw on knowledge of vocabulary to understand texts.
1b	Retrieve	Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.
1c	Summarise	Identify and explain the sequence of events in texts.
1d	Infer	Make inferences from the text.
1e	Predict	Predict might happen on the basis of what has been read so far.

2.6.b   Key Stage 2 (Y3-6) Content Domains

Domain	Skill	Content
2a	Decode	Give / explain the meaning of words in context.
2b	Retrieve	Retrieve and record information / identify key details from fiction and non-fiction.
2c	Summarise	Summarise main ideas from more than one paragraph.
2d	Infer	Make inferences from the text / explain and justify inferences with evidence from the text.
2e	Predict	Predict what might happen from details stated and implied.
2f	Meaning	Identify / explain how information / narrative content is related and contributes towards meaning as a whole.
2g	Language	Identify / explain how meaning is enhanced through choice of words and phrases.
2h	Compare	Make comparisons within the text.

At The Links, we teach the skills outlined in these content domains through the child-friendly VIPERS model. This model summarises all content domains into six clear foci. The teaching of language comprehension in our school hinges upon effective coverage of a range of VIPERS foci in the teaching of English, with full coverage attained across the terms. It is expected that all teachers will follow the VIPERS approach.

2.6.c   VIPERS

KS1 VIPERS

VIPERS Focus		Corresponding Domain
V	Vocabulary	1a
I	Inference	1d
P	Prediction	1e
E	Explanation	1b
R	Retrieval	1a
S	Sequencing	1c

KS2 VIPERS

VIPERS Focus		Corresponding Domain(s)
V	Vocabulary	2a
I	Inference	2d
P	Prediction	2e
E	Explanation	2f, 2g, 2h
R	Retrieval	2b
S	Summarising	2c

2.6.d   Guided Reading: The Application of Phonics to Reading

Children need to be given regular opportunities to read for meaning. Reading for meaning underpins each child's access to the curriculum, broadening learning opportunities and facilitating achievement. Provided they are using fully decodable books, they can apply the phonics they have learnt to do this. Here at The Links, we use the Junior Learning scheme books to do this in guided reading sessions.

Structure of Guided Reading Lessons:

Children access guided reading sessions in groups based on the phonemes they are secure with. They will use the appropriate Junior Learning scheme book matched to this sound. In Year One, each group will access three guided

reading sessions with an adult per week. In Reception, these three sessions for each group are accessed across two weeks, beginning in Autumn 2. When children are not working with an adult, they are independently accessing activities related to the focus of the session.

Each guided reading session has been designed to focus on one of the three core elements of the reading rope (decoding, fluency/prosody and comprehension). Comprehension is covered throughout these sessions using the VIPERS model.

Session	Strand	VIPERS
One	Decoding	Prediction
Two	Fluency/Prosody	Vocabulary and Sequencing
Three	Comprehension	Retrieval, Inference and Explaining

The Guided Reading sessions have a clear structure. Structure and repetition achieves continuity and predictability to prevent overload of each child's working memory. While the specific content of each session is outlined in the Sounds4Life planning, the lessons broadly contain three key parts:

1. **Revisit and Review:**

   It is important to start each guided reading session with a 'revisit and review'. These review opportunities will help children to automatically recall words from within the text and set them up to succeed when they read the book. This part of the session should be short and pacey. It provides the ideal opportunity to:

   - Revise the graphemes the children should already know.
   - Practise fluently by reading three or four words from the book, applying their phonic knowledge.
   - Revise the tricky words that appear in the book.
   - Teach/recap the meaning of unfamiliar vocabulary.

2. **Reading text: practise and apply focus**

   'Practise and apply' is the main part of each session. The specific content will vary according to the key reading skill being taught.

   - In a decoding session:
     Each child reads the book independently, applying their phonic skills. When the children are reading independently, the adult moves around the group and listens to each child read for two or three pages, depending on the length of the text. Group discussions centre on prediction (e.g. 'What do you think this book is going to be about?').

   - In a fluency/prosody session:
     Begin with an opportunity for the children to read the book independently to practise their fluency. The adult clarifies and discusses vocabulary. The adult working with the group then models and teaches how to develop prosody. The children must practise this skill. Those children not working with the adult will complete a sequencing task.

   - In a comprehension session:
     The adult works on developing the children's ability to use the text to answer questions linked to the VIPERS strands: retrieve, infer and explain. Children not working with an adult complete a task relevant to these strands independently.

3. **Review:**
   At the end of the session, it is important to leave a few minutes to pick up on any common misconceptions.

3. Impact

3.1 Assessment

3.1.a   Formative

Each child's progression through the phonic phases is tracked sound-by-sound based on their reading performance. This is a formative process and is recorded on a classroom tracker. The teacher must keep this tracker updated based on lesson AfL. This provides a granular system by which teachers are able to identify and address gaps in phonic knowledge as soon as they become apparent.

3.1.b   Summative

Reception and Y1 children (and those Y2 children who did not pass the screening in Y1) must complete a phonics assessment half termly specific to the phase they are working in. These assessments should be used to validate teacher judgement and inform quality first teaching.

Phase assessments and class trackers are regularly reviewed by the Phonics Lead and SLT to strategically narrow attainment haps between different groups of children. This way, additional support for teaching can be put in place where needed.

3.2 Statutory Screening

In the final term of Y1, children will take part in the statutory phonics screening check. Every Y1 child in the country will be tested against the same 40 words by their teacher to see if they can decode them. The national threshold is set by the Department for Education. If a child does not meet this threshold in Y1, they must continue accessing phonics lessons and texts before the rescreening in Y2.

In the screening check there is a mixture of real words (e.g. sum and beg) and 'alien' words (e.g. vap and osk). Alien words are nonsense words that the children will have to decode using their knowledge of phonics.

3.3 Intervention / Booster

3.3.a   Boosters

Boosters are small-group catch-up opportunities for children to plug gaps in specific GPCs identified in the teaching that week. These sessions should be hosted as soon as possible after the initial teach episode by a fully trained adult. They should follow the same teaching structure, procedures and mantras (Review → Teach → Practise → Apply) and use the same standardised resources. Tight systems of AfL are required to ensure that no child falls behind against any sound.

3.3.b   Interventions

Children who are working below expected levels for their age may need to access more bespoke intervention. These children should access the programme (hosted by a trained adult) at a point appropriate to their attainment and the programme should be delivered at a slower pace. Smaller steps with more repetition will help these children to secure their learning and close gaps with their peers. Their gaps are identified through phase-specific assessments.

It is especially important for children beyond Year 1 who have not passed their phonics screening check / demonstrated fluent reading to access intervention in this way. This approach may be supplemented with other interventions (e.g. Lexia, Toe-by-toe etc.) where needed based on each child's needs and/or the recommendations of third party assessments and reports.

Some children with specific needs, vulnerabilities or gaps will also regularly read with an adult 1:1. Comments are made in children's running reading record to monitor progress.

4. Roles and Responsibilities

4.1 Headteacher

With the support of the wider **senior leadership team**, the **head of school** will ensure policy compliance of all stakeholders (staff and pupils), and will have final oversight over teaching and learning within the school.

4.2 Curriculum Lead

The **Curriculum lead** will work with the **Phase Leaders** and the **Phonics Lead** to ensure that the systems for phonics are being implemented appropriately in all year groups, and that work is of an appropriate quality. The Curriculum lead will provide/organise support where needed.

4.3 SENDCO

The **SENDCO** is responsible for liaising with **teachers** to ensure that reasonable adjustments are made where necessary to ensure that pupils with additional needs are able to access all elements of phonic instruction.

4.4 Phase Leaders

The **Phase Leaders** are responsible for conducting checks (mapped in an academic calendar) to ensure that all classes within their phase are following the phonics systems, and all classes have timetabled the appropriate elements for reading as per section 3.3c iv.

4.5 Phonics Lead

The **Phonics Lead** is responsible for

> Ensuring that all **teachers** and **LSAs** are adequately trained in delivering the systems for phonics.
> Ensuring that all colleagues are aware of the expectations of this policy.
> Working with the **Curriculum Lead** to evaluate the effectiveness of both the scheme and this policy at the predetermined review points.
> Liaising with the **teachers** and the school's **finance officer** to ensure that school-wide resources are ordered when needed.
> Working with the **English Lead** to ensure that systems of phonics feed into wider teaching and learning for English.

4.6 Teachers

All classroom **teachers** are responsible for the following:

> Employing high expectations with regard to the teaching and learning of phonics.

> Timetabling and teaching phonics activities as per expectations outlined within the implementation of this policy.

> Implementing the *Sounds4Life* programme using its standardised approach.

> Ensuring that all children complete phase-specific phonics assessments half-termly.

> Ensure that assessment information is used to match children to decodable texts (matched to phase and sound) for in-school reading (Junior Learning scheme) and home reading (Bug Club scheme).

> Monitoring children's home reading, rewarding compliance and working to support parents if levels fall below expectation.

> Maintaining a classroom environment to support learning.

> Liaising with the finance officer to order appropriate, class-specific resources, and with the Phonics Lead regarding school-wide phonics resources.

> Liaising with the **SENDCO** to provide additional support for identified children.

> Keeping parents/guardians informed of progress with regard to phonics (e.g. parent consultations, phone calls, reports etc.).

> Directing **LSAs** to support children where needed within lesson / in interventions.

4.7 Learning support assistants (LSAs)

All LSAs are responsible for

> Ensuring that all children in the year group have access to appropriate resources for phonics instruction.

> Delivering phonics interventions where directed by the **teacher** or **SENDCO**.

> Supporting children within phonics lessons which may include the teaching of streamed phonics groups in accordance with the Sounds4Life programme.

> Maintaining the classroom environment.

4.8 Personnel Responsibilities

As of January 2022, those staff with specific responsibilities as pertains to this policy are listed below.

Chair of Governors   Jill McGuire

Senior Leadership Team (SLT)

- **Headteacher**   Louise Daly
- **Curriculum Lead**   Louise Daly
- **SENDCO**   Emma Relton

EYFS Phase Leader   Julia Hutchinson

Phonics Lead   Julia Hutchinson

English Lead   Julia Hutchinson

5. Links With Other Policies

This policy is linked to our:

> Early Years policy

6. Appendices

6.1 Glossary of Standardised Terms

Term	Definition
Adjacent Consonants	Two or three consonants next to one another in a word. They still represent their individual sounds as they can be heard separately. e.g. black – 'b' and 'l' make two sounds (consonant blend) whereas 'ck' makes only one (consonant digraph)
Alien Words	See pseudowords
Alphabetic Principle	See GPCs
Blending	The process of using phonics to read. Blending is saying the individual phonemes (sounds)that make up a word and then merging or blending the sounds together to say the word. Children identify and synthesise the phonemes to make a word. E.g. s-u-n, blended reads as sun. l-u-n-ch blended reads as lunch. Before children can do this to read written words, they need to be able to blend orally.
Chunking	A method to used to read a word by building up the sounds. This is especially good for children who can sound out well, but struggle to hear the word they make. e.g. chimpanzee ch+i+m = chim chim + p = chimp chimp + a + n = chimpan chimpan + zee = chimpanzee
Compound Word	Two words joined together to make one new word. e.g. rain+bow = rainbow
Consonant	Most letters of the alphabet, excluding the vowels. b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z
Consonant Blend	The term blend refers to the **spoken form** when two or more consonants are written together but all consonants can be heard.
Consonant Cluster	The term cluster refers to the **written form** when two or more consonants are written together but all consonants can be heard e.g. fr, lk, scr
Consonant Digraph	Two consonants merged to make one sound e.g. sh, ch, th, qu, ss, ll, zz, ff, ng
C V C	The abbreviation used for consonant-vowel-consonant words. This is used to describe the order of sounds. Some examples include: CVC words are: c-a-t, p-e-n, t-o-p, ch-a-t (ch is referred to as a consonant as it makes one sound). VC words e.g. on, is, it

	CCVC words e.g. trap, black and fright(t-r-a-p, b-l-a-ck and f-r-igh-t)
	CVCC words e.g. milk and fast (m-i-l-k and f-a-s-t)
	CCCVC words e.g. scrap and stream (s-c-r-a-p and s-t-r-ea-m)
Decoding	When the printed word is translated into sounds to read. The opposite of encoding.
Digraph	Two letters merged to make one sound. e.g: ai, ee, ch, qu, th, sh, oa, ir
Encoding	When the spoken word is translated into sounds to spell. The opposite of decoding.
GPCs: (Grapheme-Phoneme Correspondences) [Alphabetic Principle]	Knowing GPCs means being able to see a grapheme (letter or group of letters) and knowing the phoneme (sound) that relates to it, which is important for reading. Conversely, it also means being able to hear a phoneme and knowing what grapheme to use to represent it. This is helpful for spelling.
Grapheme	These are what you **see**. A grapheme is the written representation of the phoneme (sound). A grapheme can be made up of one letter (p), two letters (ch), three letters (igh) or four letters (ough) in length. E.g. The five-letter word **night** consists of three phonemes (sounds) and is written using three graphemes: 'n' – 'igh' – 't'.
Letter Names	The name given to the letters of the alphabet – The ABC song. There are 26 in total
Nonsense Words	See pseudowords
Oral Blending	This involves hearing individual phonemes (sounds) and being able to merge them together to make a word. Children need to develop this skill before they will be able to segment words to spell them. It is a skill that is
Oral Segmenting	This involves hearing the whole word and then splitting it up into the phonemes that make it. Children need to develop this skill before they will be able to segment words to spell them.
Phoneme	In terms of language, these are what you **hear**. These are single sounds that can be made by one or more letters. e.g. s, k, z, oo, th, igh, air When pronouncing the word 'log', three distinct sounds are blended together. These sounds are called phonemes. There are 44 phonemes in English. **log**
Phonics	Phonics is the method used to teach children to listen to and identify sounds that make up words. As a result, this helps them to be able to read and write words.
Polysyllabic Word	Words which have more than one syllable
Pseudo Words Nonsense/Alien Words	Words which are not real e.g. **vish, splue** These words are used to assess phonetic decoding; they show that the word has not been memorised or learned by sight.

	Children are expected to be able to read 20 of these words in the Phonics Screening Check.
Pure Sound	Pronouncing each letter sound clearly and distinctly without the addition of sounds to the end e.g. 'f' not 'fuh'.
Segmenting	This is the opposite of blending. Segmenting is used when spelling and writing. It is the process of splitting a word up into individual phonemes (sounds) then choose which graphemes represents each sound heard – separating words into their constituent phonemes to spell. E.g. bat = b-a-t- splash = s-p-l-a-sh Before children can do this to write, they need to be able to segment orally.
Sound Buttons/Bars	Circles/spot and lines which are written underneath graphemes to support children with reading. A button is used for phonemes represented by one letter e.g. 't', 'w', 'z'. A bar is used for phonemes represented by more than one letter e.g. 'sh, 'ear'. When the sound button or bar is touched, the phoneme (sound) is said aloud supporting children to ultimately blend the sounds to make a word. e.g.
Sounding Out	When graphemes are given sounds.
Split Digraph	Two vowels which work as a pair to make one sound but are separated within the word a – e cake, tame, fade e – e cheese, these, gene i – e pine, file, spice o – e note, dome, wrote
Syllable	Often described as a 'beat' in a word that can be clapped out. It has one vowel sound and can be spoken as one unit e.g. chicken has two syllables chick-en elephant has three syllables el-e-phant
Tricky Words	These are words where elements of the word do not follow the phonics rules or children have not yet been exposed to sounds within the word. These words are not fully decodable. Children are taught to apply their phonics knowledge and identify the tricky part of the word which they must remember for reading and writing. e.g. in the word 'they', /th/ can be heard following phonics, however 'ey' is making the /ai/ sound. Therefore, the tricky element in 'they' is 'ey'.
Trigraph	Three letters merged to make one sound.

	e.g. igh, ear, air, tch, dge
Vowel	The letters **a, e, i, o, u**
Vowel Digraph	A diagraph where at least one of the letters is a vowel. e.g. oa, ay, ir, or

Phoneme (What you hear)	Grapheme (What you see)	Letter name (What the letter is called)
/æ/	a	A - 'Ai'
/b/	b	B - 'Bee'
/k/ or /s/	c	C - 'See'
/d/	d	D - 'Dee'

6.2 Reading Lesson Format

Phase 2	**Phase 3**	**Phase 4**	**Phase 5**

Review	Review	Review	Review
Alphabet Song	Alphabet Song	Alphabet Song	Alphabet Song
Reading all taught GPCs so far	Reading all taught GPCs so far	All consonant blends taught so far, trigraphs and sounds you know children are struggling with.	All trigraphs, all taught phase 5 phonemes and all phonemes/blends you know children are struggling with.
Reading tricky words	Reading tricky words	Reading tricky words	Reading tricky words
Oral blending for reading (Phase 1: Aspect 7)	Reading real and nonsense words focusing on the GPCs the children have struggled with.	Reading real and nonsense words focusing on the GPCs the children have struggled with.	Reading real and nonsense words focusing on the GPCs the children have struggled with.
Teach	**Teach**	**Teach**	**Teach**
Identify the common sound from a group of given examples.	Identify the common sound from a group of given examples.	Identify the common sound from a group of given examples.	Identify the common sound from a group of given examples.
Introduce new GPC with the visual mnemonic and work on how to pronounce the sound.	Introduce new GPC with visual mnemonic. For digraphs, tell children which letters go together to make the one sound.	GPC – introduce blends/clusters. Stress that you can still hear each phoneme independent to the other adjacent consonants	Identify the GPC children already know for the common sound. Introduce a new way to represent that phoneme (the alternate representation).
Capital and lower-case representation. (*"My name is... My sound is..."*)	Capital and lower-case representation (for single-letter GPCs only)	Model reading of real and nonsense words with focus on blends.	Model reading of real and nonsense words which include _**all**_ the alternate ways of making the same phoneme, taught so far.
Model reading of real and nonsense words using sound buttons and bars.	Model reading of real and nonsense words using sound buttons and bars.		
Practise	**Practise**	**Practise**	**Practise**
Initial sound sorter (children choose picture which starts with the taught sound)	Reading real and nonsense words.	Reading real and nonsense words.	Reading real and nonsense words with _**all**_ alternate ways of making the phoneme.
Reading real and nonsense words.	Full circle activity (see resources)	Full circle activity (see resources)	Full circle activity (see resources)
Apply	**Apply**	**Apply**	**Apply**
Teacher reads sentence with one word segmented. Children to blend and find the matching picture.	Children read sentence independently and find the matching picture.	Children read sentence independently and find the matching picture.	Children read sentence independently.

6.3 Writing Lesson Format

Phase 2	Phase 3	Phase 4	Phase 5

Review	Review	Review	Review
Alphabet Song	Alphabet Song	Alphabet Song	Alphabet Song
Reading all taught GPCs so far	Reading all taught GPCs so far	Reading all consonant blends taught so far, trigraphs and sounds the children are struggling with.	Reading all trigraphs, all taught phase 5 phonemes and all phonemes/blends you know children are struggling with.
Reading tricky words	Reading tricky words	Reading tricky words	Reading tricky words
Oral segmenting for reading (Phase 1: Aspect 7)	Choose 10 graphemes children need to practise writing.	Choose 10 graphemes/consonant blends children need to practise writing.	Choose 10 graphemes children need to practise writing.
Writing formation of graphemes learnt so far.	Quick write: teachers choose 4 words containing GPC that children have struggled with.	Quick write: teachers choose 4 words containing GPC that children have struggled with.	Quick write: teachers choose 4 words containing GPC that children have struggled with.
Teach	**Teach**	**Teach**	**Teach**
Identify the common sound from a group of given examples.	Identify the common sound from a group of given examples.	Identify the common sound from a group of given examples.	Identify the common sound from a group of given examples.
Introduce GPC with the visual mnemonic.	Introduce new GPC with visual mnemonic. For digraphs, tell children which letters go together to make the one sound.	Introduce consonant blend. Stress that you can hear each phoneme independent to the other adjacent consonants.	Introduce new GPC. Tell children which letters go together to make the one sound.
Teaching children how to form the grapheme with a formation rhyme.	Teaching children how to form the grapheme (using formation rhyme for j, v, w, x, y, z, q).	Model forming the consonant cluster and children have a go.	Model forming the grapheme and children have a go.
Model forming the grapheme and children have a go.	Model forming the grapheme and children have a go.		
Model writing words containing the grapheme using sound talk.	Model writing words containing the grapheme using sound talk.	Model writing words containing the consonant cluster using sound talk.	Model writing words containing the grapheme using sound talk.
Practise	**Practise**	**Practise**	**Practise**
Phoneme frame: Children sound talk and write the word from given graphemes.	Write words using focus grapheme.	Write words using focus consonant clusters	Write words using focus grapheme.
			Write word after choosing correct grapheme where there is more than one representation.
Apply	**Apply**	**Apply**	**Apply**
Writing missing word.	Dictation	Dictation	Dictation

6.4 Tricky Word Lesson Format

Phase 2	Phase 3	Phase 4	Phase 5
Review	**Review**	**Review**	**Review**
Alphabet Song	Alphabet Song	Alphabet Song	Alphabet Song
Name the letters of the alphabet	Name the letters of the alphabet	Name the letters of the alphabet	Reading all trigraphs, all taught phase 5 phonemes and all phonemes/blends you know children are struggling with.
Reading all taught GPCs so far	Reading all taught GPCs so far	Reading all consonant blends taught so far, trigraphs and sounds the children are struggling with.	
Reading tricky words	Reading tricky words	Reading tricky words	Reading tricky words
Write the tricky element for all taught Tricky Words taught to date.	Write the tricky element for all taught Tricky Words taught to date.	Write the tricky element for 10 taught Tricky Words taught to date.	Write the tricky element for 10 taught Tricky Words taught to date.
Teach	**Teach**	**Teach**	**Teach**
Children attempt to write new TW using phonics.	Children attempt to write new TW using phonics.	Children attempt to write new TW using phonics.	Children attempt to write new TW using phonics.
Identify similarities and differences	Identify similarities and differences	Identify similarities and differences	Identify similarities and differences
Look at the correct spelling and discuss what makes the word tricky.	Look at the correct spelling and discuss what makes the word tricky.	Look at the correct spelling and discuss what makes the word tricky.	Look at the correct spelling and discuss what makes the word tricky.
Practise	**Practise**	**Practise**	**Practise**
Unscramble the letters to create the tricky word. All Tricky Words taught to date.	Unscramble the letters to create the tricky word. 8 in total – must include words from current lesson.	Unscramble the letters to create the tricky word. 8 in total – must include words from current lesson	Unscramble the letters to create the tricky word. 8 in total – must include words from current lesson.
Apply	**Apply**	**Apply**	**Apply**
Sentence/picture match. Read given sentence, identifying the tricky words. Find picture to match.	Sentence/picture match. Read given sentence, identifying the tricky words. Find picture to match.	Sentence/picture match. Read given sentence, identifying the tricky words. Find picture to match.	Read give sentence and identify the tricky words.