



# St Mary's Primary School

## Phonics Policy

### Introduction / Rationale

Phonics is simply the code that turns written language into spoken language and vice versa. It is the vital initial step in teaching children to read. Phonics flourishes in an environment where speaking and listening is constantly promoted, where children are exposed to a wide range of quality texts, and regularly read aloud to.

### Intent / Aims

At St Mary's, our systematic synthetic phonics (SSP) teaching and learning is designed to ensure that all of our children:

- Have a strong phonological awareness.
- Are taught the key skills in segmenting and blending to enable them to access the wider primary curriculum and become independent and resourceful learners.
- Become confident, fluent and enthusiastic readers and writers.
- Are ready to pass the Phonics Screening check at the end of Year 1.

### Implementation / Teaching and Learning

We believe that our aims are achievable primarily through high quality, discrete phonics lessons. We follow 'Bug Club', a validated phonics scheme, to ensure the delivery of a sequential curriculum. This is combined with frequent opportunities for applying phonics skills in reading and writing across the curriculum.

Our children are provided with a variety of opportunities to develop and extend their phonics skills in and across EYFS and Key Stage 1. It will also be continued into Key Stage 2, where necessary, to support

those children who need further consolidation. Children take home phonetically decodable 'Bug Club' reading books which are carefully chosen to match their current phonics level. Children who are working confidently beyond Phase 5, in reading, take home books from the school's book banded reading scheme. All children are actively encouraged to read regularly at home.

Discrete phonics lessons take place daily within EYFS and Key Stage 1 using the 'Review, Teach, Practice, Apply' lesson structure. This is to ensure that children are consistently consolidating phonic knowledge and that they are independently applying this in context. Teachers will constantly encourage children to transfer skills from their phonics sessions to their reading and writing across the curriculum. Irregular / High Frequency Words (HFWs) will be taught as part of the Bug Club scheme in addition to words taken from the KSI statutory spelling list. Homework and other activities will be provided to consolidate learning, as appropriate.

Children are grouped according to their phonic knowledge which is assessed by the class teacher throughout the year. In KSI, each group works through the relevant phase (see our *Phonics Long Term Plan*) and children who are not making sufficient progress are given an additional phonics support on a daily basis. In EYFS, children who need additional support will be targeted during continuous provision. 'Precision Teaching' is used for children who, despite the additional support, are still at risk of not passing the Year 1 Phonics Screening Check.

### **Impact /Assessment**

Assessment is regarded as an integral part of teaching and learning and is a continuous process at the end of each phase and at the end of the year. We strive to make our assessment purposeful; allowing us to match the correct level of work to the needs of the pupils. It is the class teacher's responsibility to keep track of the progress made by all children in their class, regardless of their phonic ability. Assessment for learning is crucial to highlight any children that should require additional support.

At the end of Year 1, children complete the statutory 'Phonics Screening Check' which assesses the children's knowledge of grapheme phoneme correspondence and their skills in blending. This information is submitted to the Local Authority. Children who do not pass the Phonics Screening Check are highlighted for further intervention and targeted support before completing the screening check again at the end of Year 2.

## St Mary's Phonics Long Term Plan

YEAR GROUP	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
REC	<p>First 2 weeks – baseline assessment and revision of phase 1</p> <p>Week 2 onwards</p> <p style="text-align: center;"><b>Phase 2</b> s a t p i n m d g o</p> <p><b>Irregular/HFW:</b> l the to</p>	<p>Phase 2 – Revise: s a t p i n m d</p> <p>Week 2 onwards:</p> <p style="text-align: center;"><b>Phase 2</b> c k ck e u r h b f ff l ll ss</p> <p><b>Irregular/HFW:</b> l the no go into</p>	<p>Week 1 revise phase 2 and practise 2 syllable words</p> <p>Week 2 onwards:</p> <p style="text-align: center;"><b>Phase 3</b> j v w x y z zz qu</p> <p><b>Irregular/HFW:</b> we he be me she my you (capital letters)</p>	<p>Week 1 Revise j v w x y z zz</p> <p>Week 2 onwards:</p> <p style="text-align: center;"><b>Phase 3</b> ng ch sh th. ai ee igh oa oo ar or ur</p> <p><b>Irregular/HFW:</b> are her you they all said come like</p>	<p>Week 1: Revise all digraphs ng ch sh th ai ee igh ao oo ar or ur</p> <p>Week 2 onwards:</p> <p style="text-align: center;"><b>Phase 3</b> ow oi ear air er</p> <p style="text-align: center;"><b>Phase 4</b> st nd mp nt nk ft sk lt lp lf lk pt xt</p> <p><b>Irregular/HFW:</b> so do have there out Week</p>	<p>Week 1 Revise Phase 4 end blends: st nd mp nt nk ft sk lt lp lf lk pt xt</p> <p>Week 2 onwards:</p> <p style="text-align: center;"><b>Phase 4</b> tr dr gr cr br fr bl fl gl pl cl sk sp st spl scr Practise multi syllabic words.</p> <p><b>Irregular/HFW:</b> were when what one little. Assess all phonics with phonics screening and spelling</p>

<p><b>YEAR 1</b></p>	<p>Assess reading and writing words from phase 3 and phase 4. Teach gaps from below:</p> <p><b>Revise Phase 3</b></p> <p>j v w x y z zz ng ch sh th ai ee igh oa oo ar or ur ow oi ear air er</p> <p><b>Revise Phase 4 initial and end blends</b></p> <p>st nd mp nt nk ft sk lt lp lf lk pt xt tr dr gr cr br fr bl fl gl pl cl sk sp st spl scr</p> <p><b>Revise irregular / HFW:</b></p> <p>are, her, you, they, all,said, come, like, so, do, have, there, out, were, when, what, one, little</p>	<p><b>Phase 5</b></p> <p>wh ph ay a-e eigh ey ei ea e-e ie ey y ie i-e</p> <p><b>Irregular/ HFW:</b></p> <p>oh, their, people, Mr, Mrs, Ms, looked, called, asked, water</p>	<p><b>Phase 5</b></p> <p>y i ow o-e o oe ew ue u-e u oul</p> <p><b>Irregular/ HFW:</b></p> <p>where, who, again, thought, through</p>	<p><b>Phase 5</b></p> <p>aw au al ir er ear ou (cloud) oy ere eer ear are</p> <p><b>Irregular/ HFW:</b></p> <p>work, laughed, because, Thursday, Saturday, thirteen, thirty, different, any, many, eyes, friends</p>	<p><b>Phase 5</b></p> <p>c k ck ch soft c/i/e/y st se soft g/e/i/y dge le mb kn gn wr tch</p> <p><b>Irregular/ HFW:</b></p> <p>two, once, great, clothes, its, I'm, I'll, I've, don't, can't, didn't, first</p>	<p><b>Phase 5/6</b></p> <p>sh e zh (w)a,o suffix: ing ed plurals: s es prefix: re un prefix+root+suffix</p> <p><b>Irregular/ HFW:</b></p> <p>second, third, clearing, gleaming, rained, mailed, men, mice, feet, teeth, sheep</p>
----------------------	---	--	---	--	---	---

<p><b>YEAR 2</b></p>	<p><b>Baseline assessment:</b> Baseline assessment of reading and writing words from phases 3-5, during first 2 weeks, to identify gaps in prior knowledge and plan subsequent teaching episodes, if required.</p> <p><b>Revise Phase 5/6</b> Teach: /n/ sound spelt 'kn' and 'gn' at the beginning of words. /r/ spelt 'wr' at the beginning of words /s/ sound spelt 'c' before e, l and y</p> <p><b>Irregular/HFW:</b> door, floor, poor</p>	<p><b>Teach:</b> /j/ sound spelt '-dge' and '-ge' at the end of words /j/ sound spelt with 'g' before e, i and y /j/ sound spelt with 'j' before a, o and u /l/ sound spelt -le at the end of words /l/ sound spelt -el at the end of words /l/ sound spelt -il and -al at the end of words /igh/ sound spelt -y at the end of words</p> <p><b>Irregular/HFW:</b> find, mind,</p>	<p><b>Teach:</b> Adding -ies to nouns and verbs ending in -y Adding -ed, -er and -est to words ending in -y with a consonant before it Adding -ing, to words ending in -y with a consonant before it Adding -ing, -ed, -er, -est, and -y to words ending in -e (with a consonant before it) Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant after a single vowel</p> <p><b>Irregular/HFW:</b> fast, last, past,</p>	<p><b>Teach:</b> /or/ sound spelt 'a' before l or ll /u/ sound spelt with 'o' /ee/ sound spelt with '-ey' /o/ sound spelt 'a' after w and qu /er/ sound spelt with 'or' after w /or/ spelt 'ar' after w /zh/ spelt s</p> <p><b>Irregular/HFW:</b> even, break,</p>	<p><b>Teach:</b> -ment, -ness and -ful suffixes -less and -ly suffixes -tion suffixes apostrophes for contractions apostrophes for possession</p> <p><b>Irregular/ HFW:</b> any, many,</p>	<p><b>Teach:</b> Homophones and near homophones Conjunctions Months of the year Question words SpaG terms Mop-ups  *Teaching will focus on preparing children for Year 3 by revising and consolidating any misconceptions regarding taught sounds, rules and patterns throughout Year 2.</p>
----------------------	---	---	--	--	--	--

	<p>again, wild, child,  children, climb,  parents, most,  only, both,  because, when,  what, Mr, Mrs</p>	<p>behind, old, cold,  gold, hold, told,  every, everybody,  Christmas,  should, could,  would, money</p>	<p>father, class, grass,  pass, plant, path,  bath, people</p>	<p>steak, great,  move, prove,  improve, sure,  sugar, eye,</p>	<p>clothes, water,  pretty, beautiful,  busy,    <b>KSI      SATs</b>  <b>Assessments</b>    <b>Phonics Screening</b>  <b>Resists</b></p>	
--	--	---	--	---	---	--