

	<p>North Wootton Academy Priory Lane North Wootton Kings Lynn Norfolk PE30 3PT</p>
<p>Name of policy:</p>	<p>Early Literacy: Phonics</p>
<p>Lead member of staff with responsibility for this policy:</p>	<p>Emma Bond</p>
<p>Date of governors meeting when policy agreed:</p>	<p>NA</p>
<p>Type of governors meeting:</p>	<p>NA</p>
<p>Date of implementation:</p>	<p>18th January 2022</p>
<p>Details of dissemination:</p>	<p>This policy is available on our school website and is available on request from the school office.</p>
<p>Frequency for review:</p>	<p>Annually</p>

Intent

Here at North Wootton Academy, we aim to create a love for Reading, Writing and Spelling through the consistent approach of Phonics teaching. We want every child to leave the school with the skills of an outstanding reader, writer and speller.

We believe that being able to read and spell are two of the most important skills children will learn during their early education.

The use of Phonics is one of the many skills needed to be able to become a competent reader and writer. Here at North Wootton Academy, we aim to teach high quality Phonics, consistently, to give children the best possible start to their reading and writing journey.

In order for children to be able to read and understand the texts they have read, or had read to them, they must learn to recognise and decode words on the page. Good quality Phonics teaching allows the child to be secure in the skills of word recognition and decoding which allows the child to read fluently.

This will result in children being able to read for pleasure and will allow them to move onto developing higher order reading for meaning skills.

Implementation

Each class in Reception and Key Stage 1 teach Phonics as a discrete lesson every day and includes Phonics as part of the teaching and learning throughout other curriculum subjects. Phonics is taught as a whole class approach to ensure that quality first teaching is accessible to all children. Phonics is also continued in Key Stage 2, where necessary, to support those children who do not yet have the phonic knowledge and skills they need. This is led by a specified member of support staff to ensure that there is a strong continuity into Key Stage 2.

When children enter Reception, they are introduced to Phonics from day 1 with a brief recap on Phase 1 Phonics. From the second full week of school, children will begin formal teaching of Phonics beginning with Phase 2 where all children will learn the phonemes for the corresponding grapheme. Initially, children begin with the single sounds before progressing onto digraphs and trigraphs. As they develop through their knowledge and understanding of Phonics, alternative pronunciations and spellings will be introduced in Year 1 before moving onto spelling rules in Year 2.

Children are assessed at the end of each Phase which is then used as the basis for intervention.

Phonics is clearly linked with early reading with children taking home two different reading books: one is based on the GPCs taught in the week and the other one being a colour banded book that provides breadth and exposure to a wider range of words.

Planning

The school has chosen not to follow one accredited phonic scheme but instead research several and integrate the most effective elements of each. This has enabled the school to ensure that it has flexibility in its provision in order to meet the specific needs of our pupils. The main priority therefore is ensuring that all staff are consistent in teaching our approach rather than following a set scheme.

The approach itself is in the main a combination of Read, Write Inc (RWI), Letters and Sounds and Jolly Phonics. We use the bouncy and stretchy concept to identify phonemes from Read, Write Inc and the phoneme songs from Jolly Phonics as it is believed this multi-sensory approach best supports our learners in knowing and remembering more. In addition, the lesson sequence each week is heavily influenced by RWI in which pupils are spell, read and then write using the focus phonemes. Beyond this, the progression through

the various stages of sounds links closely to the Letters and Sounds document with some small exceptions such as the split digraphs.

Phonics planning in Reception focuses on 3 GPCs and 2 tricky/common exception words.

Key Stage 1 focus on a minimum of 2 GPCs a week with at least 2 common exception words a week. See Appendix 1 for planning examples and resources.

Impact

The impact of the teaching in Phonics is assessed through the application of the Phonics assessment which are split into the 4 different phases (Phase 2, Phase 3, Phase 4 and Phase 5).

All assessments are judged termly through a data validation process in which data, books and teaching are reviewed by the subject leader and discussed with each teacher to ensure an accuracy in assessment. All SEND, EAL and pupil premium champions track these cohorts specifically on a half-termly basis and conduct pupil progress reviews twice yearly. With regard to SEND, this may involve the reviewing of their progress on North Wootton SEND Pathway as required for pupils 2 years below the expected level.

Within the EYFS, key milestones have been identified across the year and these are used to assess the children's progress towards meeting the ELG for writing; this enables the more timely identification of any gaps that need addressing.

End of School Year Age Related Expectations:

All children should be taught the four Phonics skills:

1. Phonemes (sounds) are represented as graphemes (letters).
2. To blend phonemes in order to read the word.
3. To segment spoken words into phonemes for spelling.
4. Blending and segmenting are reversible processes.

By the end of EYFS children should:

- Be able to read and understand simple sentences.
- Be able to use Phonics knowledge to decode common words and read them aloud accurately.
- Be able to confidently read, by sight, Phase 2 and 3 tricky words/common exception words.
- Be able to use Phonics knowledge to write words in a way which match their spoken sounds.
- Be able to write some irregular common words.

By the end of Year 1 children should:

- Be able to apply Phonics knowledge and skill as the prime approach to reading unfamiliar words that are not completely decodable.
- Be able to read many frequently-encountered words automatically.
- Be able to read phonically decodable three-syllable words.
- Be able to read a range of age-appropriate texts fluently.
- Be able to demonstrate understanding of age-appropriate texts.
- Be able to read decodable words that end –s, –es, -ing, -ed, -er, -est.
- Be able to say the correct phoneme to grapheme for all the 40+ phonemes up to Phase 5.

By the end of Year 2 children should:

- Be able to read accurately most words of two or more syllables.
- Be able to read most words containing common suffixes.
- Be able to read and spell most common exception words for year 2.
- Be able to read words accurately and fluently without overt sounding and blending.
- Be able to sound out most unfamiliar words accurately, without hesitation.
- Be able to segment spoken words into phonemes and represent these by graphemes.

Intervention

Children who still need extra support to develop their phonic knowledge across the EYFS, Key Stage 1 and 2 are identified and targeted for intervention. There are a range of intervention strategies which the school uses and the most appropriate one is selected once a child's needs have been assessed.

Review

The governors review this policy annually. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Appendix 1

Phonics Template for Year 1 and Year 2

Main Assessment Points	Objective: To learn how to read and write.		Assessment Criteria Completion of end of phase assessment.
Objectives	Day 1 - Speaking	Day 2 - Reading	Day 3 - Writing
Warm up (2 minutes)	Recap previously learnt GPCs (flashcards/powerpoint/speed sound chart). Recap previously learnt tricky words (flashcards)	Recap previously learnt GPCs (flashcards/powerpoint/speed sound chart). Recap previously learnt tricky words (flashcards)	Recap previously learnt GPCs (flashcards/powerpoint/speed sound chart). Recap previously learnt tricky words (flashcards)
Alternative ch sounds and spellings	<p>New Learning (5 mins)</p> <ul style="list-style-type: none"> Introduce the new GPCs so that they know what is coming. Pick the first grapheme <ul style="list-style-type: none"> What is the letter name? What sound does it make? What is the second letter name? What sound does it make? Together it makes? If necessary, explain spelling patterns (eg. ai would usually appear in the middle. Very rarely at the beginning, but never at the end). <p>Decoding (15 mins)</p> <p>We will now try to use these sounds using the words on the sheet</p> <p>1 - "Spell me the word" (teacher writes it on the board while children say the letter names of the word)</p> <p>2 - "How many sounds does this word have? Show me fingers." (Children will sound talk in their heads and show with their fingers how many sounds the word has)</p> <p>3 - "Let's press the buttons" - Children will say the sounds as they press their fingers. Each finger will correspond to the sound that is made. (Teacher should not sound out with the students. If students did not sound out correctly, use the My Turn - Your turn (M-T-Y-T) method to demonstrate the correct way of sounding it out)</p> <p>4 - "Can you put in your sound buttons (bouncys and stretchys) and sound boxes"</p> <p>5. "Tell me what I need?" - (teacher will put the sound buttons while children call out "bouncy, stretchy and sound box)</p> <p>6. "Let's read it again"</p> <p>7. "What does it mean?" - ask if necessary</p> <p>Now repeat with your words on the sheet</p> <p>Explain that some words cannot be decoded and need to learn</p> <p>Reading</p> <p>Tricky Words - (eg - could)</p> <ol style="list-style-type: none"> Can you please sound out the word "could". Laugh with the children about the silly sounding words What is this word? The teacher will then point out the tricky element of the word by placing a star under these letters whilst sounding out the letters that they can. 	<p>Introduce that we will be spelling the words from yesterday</p> <p>Table Spelling</p> <ol style="list-style-type: none"> M-T-Y-T - Say the word Sound out the word using sound fingers Put in the sound buttons (bouncy, stretchy, and sound boxes) Write the letters corresponding to the sounds buttons Check by crossing the buttons and blending <p>Repeat for 5+ words</p> <p>Checking</p> <p>If there is a lack of time, check individually on the board, but make sure that children have a chance to see where they went wrong. Ask children to self assess</p> <p>Books</p> <p>Reading as a group</p> <p>Before they stand in a circle of two if teaching assistants are present, have the children box the key sounds within the text</p> <ol style="list-style-type: none"> Children will read the text one word at a time as a group. Read it a couple of times till the students show confidence. Ask the children if they understand it. Read one time as a group. Ask them comprehension questions. Children read it to each other in pairs. Children ask each other questions about the text. <p>Holding Sentences</p> <ol style="list-style-type: none"> Ask the children to read the holding sentence. Ask the children to read the sentence one word at a time for the teacher to write the sentence on the board. Put in sound buttons and sound boxes for key focus words Ask the children to read the sentence while the teacher is pointing to the words. Begin at a slow pace, and gradually increase the speed at which they are saying the sentence, boys only, girls only. Read it 4-6 times. Erase one word and ask them to repeat the sentence (from the board, not their sheets) <p>Keep on erasing one word at a time. Each time you remove you need to orally rehearse until it is by heart.</p>	<p>Writing (10 minutes)</p> <ol style="list-style-type: none"> Ask the children to read the holding sentence. Put in sound buttons for each word in the sentence if you wish to differentiate. Erase one word and ask them to repeat the sentence (from the board, not their sheets) <p>Keep on erasing one word at a time. Each time you remove you need to orally rehearse until it is by heart.</p> <p>Now ask the children to write down using the following:</p> <ol style="list-style-type: none"> Ask the children to say the sentence Ask them to write in the words by putting in sound buttons first and then writing the word. Repeat 1 and 2 until the whole thing is written. Anytime you get to a tricky word use the spelling process. When finished check by reading Check each tricky spelling - sound boxes and buttons on the target words. The teacher can correct the sentence as they are finished. <p>Editing (Extension) - those that have finished ask for an adjective for each noun and then an adverb for each verb.</p>
Vocabulary	sound talking	sound fingers	stretchy bouncy magnetic eyes m-t-y-t blend sound buttons

Generic Planning Format for Reception

	Day 1	Day 2	Day 3	Day 4	Day 5
Warm-up (Recap/Revisit) Session 1	Previous GPCs revision using washing line or flashcards.	Previous GPCs revision using washing line or flashcards.	Previous GPCs revision using washing line or flashcards.	Previous GPCs revision using washing line or flashcards.	Previous GPCs revision using washing line or flashcards.
New Teaching (Introduce new GPC) Session 1	Introduce new GPC for the day using RWI bouncy and stretchy actions. M-T-Y-T 'I say sssssss, you say sssssss'	Introduce the new tricky word for the day.	Introduce new GPC for the day using RWI bouncy and stretchy actions. M-T-Y-T 'I say sssssss, you say sssssss'	Introduce the new tricky word for the day.	Introduce new GPC for the day using RWI bouncy and stretchy actions. M-T-Y-T 'I say sssssss, you say sssssss'
Reading/Writing Focus Session 2	<p>Letter Formation Practise writing the new grapheme using the RWI letter formation rhyme.</p> <p>Verbal Decoding M-T-Y-T of words that include new phoneme. Spell the word on the board. Add bouncy and stretchy buttons.</p> <p>Reading of Words/Sentence M-T-Y-T of words that include new phoneme/grapheme. Add bouncy and stretchy buttons.</p> <p>Writing of Words/Sentence Write words that include the new GPCs. Add bouncy/stretchy buttons to check.</p>	<p>Write the new tricky word using letter boxes.</p> <p>Read a short caption and circle the tricky words.</p> <p>Write a sentence to include the new tricky word.</p>	<p>Letter Formation Practise writing the new grapheme using the RWI letter formation rhyme.</p> <p>Verbal Decoding M-T-Y-T of words that include new phoneme. Spell the word on the board. Add bouncy and stretchy buttons.</p> <p>Reading of Words/Sentence M-T-Y-T of words that include new phoneme/grapheme. Add bouncy and stretchy buttons.</p> <p>Writing of Words/Sentence Write words that include the new GPCs. Add bouncy/stretchy buttons to check.</p>	<p>Write the new tricky word using letter boxes.</p> <p>Read a short caption and circle the tricky words.</p> <p>Write a sentence to include the new tricky word.</p>	<p>Letter Formation Practise writing the new grapheme using the RWI letter formation rhyme.</p> <p>Verbal Decoding M-T-Y-T of words that include new phoneme. Spell the word on the board. Add bouncy and stretchy buttons.</p> <p>Reading of Words/Sentence M-T-Y-T of words that include new phoneme/grapheme. Add bouncy and stretchy buttons.</p> <p>Writing of Words/Sentence Write words that include the new GPCs. Add bouncy/stretchy buttons to check.</p>

