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 Alfred Street Junior School	Page 1 of 8
Phonics Policy	Issued: June 2020
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APPROVAL BY	STANDARDS COMMITTEE

Phonics Policy

Table of Contents

1. Vision.....	1
2. Roles and Responsibilities.....	2
3. Planning.....	2
4. Teaching and Learning.....	2
5. Assessment and Recording.....	3
6. Resources.....	4
7. Parents and carers.....	4
8. References.....	4
9. Safeguarding.....	5
Appendix 1. Expected 'milestones'.....	6
Appendix 2. Communal language for phonics.....	7
Appendix 3. Phonics Information for Parents.....	8

Please note: this policy runs in conjunction with the Alfred Street Junior School policies for the teaching of Reading and English, our Equality Policy and Safeguarding policies.

1. Vision

Our vision is that all children will be confident and fluent readers and writers. High quality systematic teaching of phonics is the key to developing independent readers and is given the highest priority at Alfred Street Junior School. **Systematic synthetic phonics has proven effectiveness and is followed with rigour and fidelity; children are taught consistently to use phonics as the route to reading and writing** by developing learners' phonemic awareness. Our aim is to systematically teach learners, who still cannot decode words, the relationship between these sounds and the written spelling patterns, or graphemes, which represent them. Phonics comprises the skills of 'decoding' to blend sounds to read words, along with 'encoding' which is using sounds to spell words. Our aim is to ensure children fully grasp the knowledge and skills of blending to read and segment to spell.

A 'can-do' attitude permeates everything with full expectation that all children will attain or exceed expected standards

- Our expectations are positive and high for all children regardless of background.
- There is confidence that teaching the programme will ensure success.
- Our pupils are continually praised and encouraged.
- Small-steps success is built in and celebrated.

Our catch-up phonics follows the guidance from ‘Fundamentals of effective Systematic Synthetic Phonics practice’ (DfE June 2019) [1]. See also Read Write Inc. (RWI) [2]

2. Roles and Responsibilities

The Phonics lead:

- regularly monitors the assessment of all pupils still requiring phonics interventions and designates pupils to the correct groups
- regularly tracks children’s progress and analyses data to identify progress rates, gaps, and next steps.
- assigns Read Write Inc (RWI) trained teachers to groups following every assessment period, ensuring all children’s needs are met and learning gaps are accelerated.
- monitors the quality of teaching and learning of RWI groups through systematic ‘drop-ins’ to ensure quality, consistency and continuity of teaching are all of high quality
- provides effective feedback, advice and support to relevant staff to ensure pupils make rapid progress
- provides coaching, mentoring, training and regular updates with staff and where necessary, models lessons
- pro-actively keeps up to date with RWI external training and disseminates information back to staff
- is responsible for reporting to the Head Teacher and governors about the quality of the implementation of phonics teaching through RWI and the impact on standards
- organises smaller intervention groups for children not making expected progress
- facilitates regular meetings to review progress rates, organisation and learning needs
- swiftly identifies all children in the school in danger of falling behind, or who are working under expected levels (lower 20%), and provides effective additional support to enable them to keep up

3. Planning

Planning follows the RWI scheme of work, which is set out in the Phonics Handbook. A copy of the Handbook can be located with the Phonics lead or in Phonics intervention boxes. Phonics ‘milestones’ are located on the whole school Phonics tracker, which is located on the school’s shared drive. **Please refer to [Appendix 1](#) for expected ‘milestones’.**

4. Teaching and Learning

Phonics is taught five times per week for thirty-five minutes per session. In addition to this, Phonics interventions are taught at least two afternoons per week for fifteen minutes to those pupils who have been identified as working significantly below national expectations and who require additional intervention in order to make expected progress. Every phonics teacher has been trained to deliver RWI. ‘Pure’ sounds are encouraged at all times to ensure the accurate segmenting and blending of words. When teaching Phonics, Staff use

communal language in order to ensure there is consistency across the school. **Please refer to [Appendix 2](#) for communal language used.** Sufficient time and priority is given to fully implement the programme and ensure the pace of the programme is maintained.

Our teaching includes:

- grapheme/phoneme (letter/sound) correspondences (the alphabetic principle) in a clearly defined, incremental sequence
- a defined initial group of consonants and vowels, enabling children, early on, to read and spell many simple CVC words
- highly important skill of blending (synthesising) phonemes, in order, all through a word to read it
- the application of the skills of segmenting words into their constituent phonemes to spell; and understanding that blending and segmenting are reversible processes
- the introduction of a defined initial group of consonants and vowels, enabling children, early on, to read and spell many simple CVC words
- the knowledge that phonemes should be blended, in order, from left to right, 'all through the word' for reading
- demonstrations of how words can be segmented into their constituent phonemes for spelling and that this is the reverse of blending
- multi-sensory activities, which are interesting and engaging but firmly focused on intensifying the learning, associated with its phonic goal

Children practise early reading with fully decodable RWI books that:

- are matched to phonic knowledge and which do not require use of alternative strategies
- are closely matched to the RWI programme
- are fully decodable at child's current level and do not simply practise phoneme(s) most recently taught
- are not mixed with non-decodable books for independent reading practice
- include a controlled, small number of 'tricky words' the decoding of which has been specifically taught
- are continued in progressive sequence until a child can confidently decode words involving most common grapheme representations of all phonemes
- in addition, pupils regularly take home a black and white RWI banded book (that closely matches the phonemes that have recently been taught) in order to reinforce their learning at home.

5. Assessment and Recording

The Phonics teacher assesses children formatively throughout every lesson. The teacher assesses how children:

- read the grapheme chart
- read the green and red word lists using decoding skills
- decode the ditty/story
- comprehend the story

The Phonics lead informs staff when to carry out assessments in order to regroup the children but this usually takes place every 6 – 8 weeks. This assessment follows the assessment laid out in the Phonics Handbook. In addition to this, pupils are assessed using one of the statutory Year 1 Phonics assessments. All assessment data is tracked on the Phonics tracking document.

6. Resources

Key resources are listed in the RWI Handbook and include:

- simple and complex speed sounds charts, which are displayed in classrooms and on tables
- phonic flash cards (located in Phonics intervention boxes)
- red and green word flashcards including pseudo words (located in Phonics intervention boxes)
- fiction and non-fiction graded reading books (located in the year 3 intervention room)
- RWI Handbook, including planning (located in Phonics intervention boxes)
- green and red word flash cards (located in Phonics intervention boxes)

Note: there are two well-resourced intervention boxes for staff to use for Phonics interventions in the afternoons, which are located in the year 3 intervention room. All Phonics teachers who lead Phonics morning sessions have their own set of phonic flashcards, red and green word flashcards including pseudo words and a copy of the Phonics Handbook (including planning).

7. Parents and carers

The involvement of parents and carers is crucial.

Discussions are conducted: the child's starting points, next steps and how to support at home are shared during Parents' Evening in the autumn term at and throughout the year.

At the beginning of each academic year, all parents and carers are provided with a leaflet, which offers information on:

- what phonics means and why it is important
- the definitions of phonics related language
- how to support their child at home
- a list of the 44 phonemes and the sequence that they are taught in

Please refer to [Appendix 3](#) for 'Phonics information for parents' leaflet.

Phonic videos of pronouncing 'pure' sounds are also shared via the school website. Phonic, reading and spelling achievement is celebrated throughout through nominating pupils for Celebration Assembly, Alfo Awards and Class Dojos.

Phonic homework pack and cards may be provided if agreed with parents and carers and Phonics lead.

8. References

[1] DfE, "Fundamentals of effective Systematic Synthetic Phonics practice," 2019. [Online].

[2] R. Miskin, "Read Write Inc. Raising standards in literacy for every child," Oxford University Press, 2020. [Online]. Available: <https://global.oup.com/education/content/primary/series/rwi/?region=uk>. [Accessed 3 May 2020].

[3] Alfred Street Junior School, "Child Protection and Safeguarding Policy," 2020.

[4] Alfred Street Junior School, "Equality Policy," 2018.

[5] Alfred Street Junior School, "Reading Policy," 2020.

[6] Alfred Street Junior School, "Writing Policy," 2020.

[7] Alfred Street Junior School, "Inclusion Policy including SEND," 2020.

9. Safeguarding

Safeguarding our children is our priority – see Child Protection and Safeguarding Policy [3]. All concerns must be reported to our Designated Safeguarding leads:

ASJS: Mrs K O'Connor, Mr C Butler, Mrs S Smith, Mrs W Watts, Mrs A Love

Appendix 1. Expected 'milestones'

RWI band	red	green	purple	pink	orange	yellow	blue	grey
Children will know the sounds:	set 1: ch, ng, mk, qu, sh, th	Set 2: ay, ee, igh, ow, oo, oo	Set 2: ar, or, air, ir, ou, oy		Set 3: ea, oi, a-e, i-e, o-e, u-e	Set 3: aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure, tious, tion		
Milestones in KS1		Rec term 3		Year 1 term 1		Year 1 term 2	Year 1 term 3	Year 2 term 1
Phonics screening score		12 out of 40		19 out of 40	25 out of 40	35 out of 40		
Reading scheme band	Red	Yellow	Blue	Green	Orange	Turquoise	Purple	Gold



Appendix 2. Communal language for phonics



'My turn, your turn' (MTYT)

'Talk to your partner' (TTYP)

'Sound out' – fingers used as 'sound' buttons for segmenting / blending phonemes

'Special Friends':

- Digraph ('2 letters, one sound')
- Trigraph ('3 letters, one sound')
- Split digraph

'Pointers' - (lolly sticks) to be used for reading to ensure children focus / engage.

Appendix 3. Phonics Information for Parents

Phonics Information for Parents



What is phonics?

It's all about sounds! There are 44 sounds in the English language, which we put together to form words.

Phonics is one method of teaching that is used at Alfred Street Junior School to support children how to read and write.

One sound (phoneme) can be represented by one, two, three or four letters (graphemes). E.g. k, sh, ng, igh, eigh.

One sound can be represented by different graphemes. E.g. /oa/ is represented by: o, oa, ow, oe, o-e, eau, ough.

One spelling can represent multiple sounds. E.g. 'ough': /oa/ though, /or/ thought, /oo/ through, /ou/ plough, /u/ thorough.

These 'rules' are taught explicitly through our synthetic phonics programme (Read, Write, Inc) and through spelling programmes (Spelling Shed or PIXL).



How you can help at home.

If your child is still completing the phonics programme, please refer to all sounds as a 'pure' sounds. This will help your child to blend and segment sounds when reading and writing. For information on articulating 'pure' sounds correctly, please visit our website:

<https://alfredstreetjunior.org/index.php/parents/parent-support-for-learning>

Make yourself familiar with the speed sounds that we teach (see last page).

Each phoneme that is taught has a corresponding picture and rhyme to help children to retain the phoneme. For information on all set 2 and set 3 phoneme cards, please visit our website (address above).

When reading or writing, if your child forgets a particular sound, then refer to the corresponding rhyme/picture for that phoneme.



For further information on how to help your child at home, please visit:

<https://www.oxfordowl.co.uk/for-home/reading/read-write-inc-phonics-guide-for-parents/>

Set 1 sounds	Set 2 sounds	Set 3 sounds
m	ay	a-e
a	ee	i-e
s	lgh	o-e
d	ow	u-e
t	oo	ea
i	oo	aw
n	ar	are
p	or	ur
g	air	er
o	ir	ow
c	ou	oi
k	oy	oa
u		ew
b		ire
f		ear
e		ure
l		tious
h		cious
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