



Phonics Policy

Written by: Ellie East

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This policy should be read in conjunction with the following policies and documents:

English Policy
Phonics Progression of Skills

Intent

Phonics is woven into everyday life within our school. We follow the Letters and Sounds programme through an effective four step process. This enables children to revisit their prior knowledge and practise and apply newly learnt skills creating a greater depth of knowledge over time. In turn we are enabling children to develop as early readers, who are confident in using their phonics knowledge as a route to decode words and understand what they have read. Our concise teaching sequence means children are able to respond speedily with the correct sound to graphemes from EYFS.

Our reading curriculum is accurately linked to our phonics programme to ensure the children are consistently using and applying their phonic knowledge. This allows them to build up their fluency and confidence in word reading. By the end of Key Stage one our children can independently apply their phonics skills using a wide range of texts to enable them to become independent readers and lifelong learners with a firm grasp of the written world that surrounds them.

Implementation: Teaching and Learning

Progression of Phonics

A concise and well thought out progressive map is used to underpin the Teaching, Learning and Assessment of Phonics. When planning any phonics learning, teachers are expected to follow the school's 'Whole School Phonic Progression of Skills' saved in the school's Targeted Improvement folder under 'Progression of Skills, Phonics'. All the phonics teaching and learning is accurately matched to the school's Reading Scheme called Big Cat. The below table illustrated the phases and books the children must be working on at different points in their phonics progression:

Phase of Letters and Sounds	Big Cat Phonics for Letters and Sounds Book Band	New phonemes and graphemes	Review phonemes and graphemes (Covered in phonics meetings)
Phase 1	Lilac (I Spy)	<ul style="list-style-type: none">• Aspect 1: General sound discrimination – environmental sounds• Aspect 2: General sound discrimination – instrumental sounds• Aspect 3: General sound discrimination – body percussion• Aspect 4: Rhythm and rhyme• Aspect 5: Alliteration• Aspect 6: Voice sounds• Aspect 7: Oral blending and segmenting	
Phase 2	Pink A (Chant and Chatter)	s, a, t, p, i, n, m, d	
	Pink B (Chant and Chatter)	f, h, b, g, o, c, k, e, u, r, l, ck (ff, ll, ss)	s, a, t, p, i, n, m, d

Phase 3	Red A	j, v, w, x, y, z, zz, qu, ch, sh, th, ng, nk	s, a, t, p, i, n, m, d, f, h, b, g, o, c, k, e, u, r, l, ck, ff, ll, ss
	Red B	ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, ure, er	s, a, t, p, i, n, m, d, f, h, b, g, o, c, k, e, u, r, l, ck, ff, ll, ss, j, v, w, x, y, z, zz, qu, ch, sh, th, ng, nk
Phase 4	Yellow	Blend two or three adjacent consonants at the beginning, middle and end of words using only short vowel sounds: a, e, i, o, u	ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, ure, er
	Blue	Blend two or three adjacent consonants at the beginning, middle and end of words with long vowel sounds: ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, ure, er	Blend two or three adjacent consonants at the beginning, middle and end of words using only short vowel sounds: a, e, i, o, u
Phase 5	Green	Alternate vowel graphemes: /ai/ ay, ei, ey, a-e /igh/ i, i-e /oa/ o, oe, ow, o-e, ou /oo/ u, ue, ew, ui, ou, u-e /oo/ u, oul /ee/ ie, ea /oi/ oy, ou /ar/ a /or/ au, aw, our, augh, al /air/ ere, ear, are /er/ ir, or, ear /ear/ ere, eer /ure/ our /e/ ea /i/ y /o/ a /u/ oul, o, our, o-e	Blend two or three adjacent consonants at the beginning, middle and end of words with long vowel sounds: ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, ure, er
	Orange	Alternate vowel graphemes: /ai/ a, eigh /igh/ ie, y /ee/ e-e, ey, y, e /oo/ u Alternate consonant graphemes: /ch/ tch, t /sh/ ch /c/ ch /j/ g, ge, dge /l/ le /f/ ph	Alternate vowel graphemes: /ai/ ay, ei, ey, a-e /igh/ i, i-e /oa/ o, oe, ow, o-e /oo/ u, ue, ew, ui, ou, u-e /oo/ u /ee/ ie, ea /oi/ oy, ou /ar/ a /or/ au, aw, our, augh, al /air/ ere, ear, are /er/ ir, or, ear

		<i>/w/</i> wh <i>/v/</i> ve <i>/s/</i> se <i>/z/</i> se	<i>/ear/</i> ere, eer <i>/ure/</i> our <i>/e/</i> ea <i>/i/</i> y <i>/o/</i> a <i>/u/</i> oul, o, our, o-e
Phase 5 and 6	Turquoise	Alternate consonant graphemes: <i>/n/</i> kn, gn <i>/m/</i> mb <i>/r/</i> wr <i>/s/</i> c, ce, sc <i>/c/</i> qu, x <i>/zh/</i> su, si <i>/sh/</i> ti, si, ssi, ci Words with suffixes: er, est, ful, ly, ant, ent, ance, ment, ness, ly, ous, es, en, ward, self, dom, by, al	Alternate vowel graphemes: <i>/ai/</i> a, eigh <i>/igh/</i> ie, y <i>/ee/</i> e-e, ey, y, e <i>/oo/</i> u Alternate consonant graphemes: <i>/ch/</i> tch, t <i>/sh/</i> ch <i>/c/</i> ch <i>/j/</i> g, ge, dge <i>/l/</i> le <i>/f/</i> ph <i>/w/</i> wh <i>/v/</i> ve <i>/s/</i> se <i>/z/</i> se

Long Term Planning

Teachers must use schools Teaching and Assessment sequence which clearly defines a progressive order in which Phonics and Reading must be taught and assessed. The Phonics Leader is responsible in ensuring that the Long Term plan is adhered to and any deviation from this for particular vulnerable groups is documented and tracked as a case study. The whole school Teaching and Assessment Sequence is located in; Targeted Improvement, English and Phonics Leader, Teaching and Assessment Sequence.

Medium Term Planning

Medium Term Plans (MTP) must outline a clear start and end point that allows for evident progression of skills over the course of the term, this progression must follow the set out expectations within the whole school document. The MTPs should also make explicit reference to:

- 1) Gap Analysis for individual 'at risk' children who require specific interventions.
- 2) 'Phonics Meetings' to recap previous sounds to eradicate the risk of gaps forming.

Weekly Planning and Structure of Lesson

Discrete phonics lessons should be taught daily for 15-20 minutes. Teachers must reflect upon Medium Term Planning and assessment to inform their weekly planning and use LCP Planning to support a robust structure to each lesson. Each lesson should include opportunities for speaking, listening, reading and writing and should follow the four step process:

Revisit and Review - Previously taught sounds or spelling rules	Teach -New sounds, skills or spelling rules are taught	Practise - Children are given the opportunity to practise	Apply - Children apply newly acquired knowledge and
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are revisited at the start of each lesson to embed previous learning and knowledge retrieval before a new skill is taught.	in this section via explicit teacher led input.	what has just been taught and allows the teacher to assess and target misconceptions in a timely manner.	skills within a meaningful and fun context e.g. through games, paired activities.
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Phonics Lesson Recording

- All children must have a 1.5cm lined book for Phonics.
- All children must write in handwriting pens for KS1 and fine nibbed felt tip pens for EYFS
- All books to have a weekly label stating; date and phonics focus for the week
- These books do not need to be formally marked but a teacher presence should be evident in them e.g. correcting formation/spelling.
- Presentation must be of a high standard as these books should be used to reinforce handwriting expectations.

Phonics Strategies

Pace	Phonics is a fast-moving, productive lesson. The children thrive on the challenge of the lesson and this allows them to move quickly through revisit and review to get to new learning points and spend time developing and extending this new learning. They also then feel confident to apply the skills being taught in context. Teachers must have all resources needed for that lesson readily available to avoid a dip in pace for handing out of books/resources.
Letter Formation	All modelling of writing/sounds must be in conjunction with the school's Handwriting Policy (Written within English Policy) (Sept 2020)
Active learning	Active learning refers to all children 'doing' at all times. Lessons are organised so that children do not spend valuable learning time 'waiting their turn' in an activity. The use of adults is key to allow children to be split into smaller groups and resources are carefully organised to allow for engaging and active lessons.
Differentiation	Additional adults taking a group after the main teaching input to tailor practise activities to the needs of the children. Use of resources/scaffolds in the lesson. This might be the use of magnetic letters on a whiteboard, phoneme frames or tricky word cards.

Phonics meeting

Separate to the phonics lesson, teachers must lead a Phonics Meeting for 5-10 minutes daily which targets knowledge retrieval through repetitive exposure to taught sounds. Planning for these meetings should be informed by the Gap Analysis to ensure that gaps shared by the majority of children are targeted. Phonics Meetings must follow this process:

Revisit and Review - Previously taught sounds or spelling rules highlighted from Gap Analysis are revisited to embed previous learning and knowledge retrieval.	Practise -Children are given the opportunity to practise revised sounds, skills or spelling rules. This allows the teacher to assess and target misconceptions in a timely manner.
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Application across the Curriculum

Phonics Leader will track the effectiveness of phonics strategies being taught throughout the curriculum. This will be monitored through joint observations with other leaders during whole class sessions that involve shared writing, spelling and reading.

Phonics Environment

Following the Phonics lesson, the active teaching resources should be left out, if appropriate, as a Phonics enhancement (EYFS and Year 1). For KS1 appropriate Phonics mats and other visual aids are available during every lesson. Children must be taught how to use these resources independently.




Assessment

Phonics assessments and Gap Analysis (Pink-Green)

Assessments should be carried out as per the Whole School Teaching and Assessment Sequence. The assessment materials used **must** only be from **Big Cat Phonics Handbooks**. There are two handbooks, one for Phases 1-4 and one for Phases 4-6. The teachers must use the materials directly from this handbook to ensure that consistency applies.

Student assessment sheet – part 1




Student name: _____ Class: _____ Date: _____

Pink A/ Band 1A	 s a t p <u>i</u> n m d
Pink B/ Band 1B	 f h b g o c k e u r l <u>ck</u> <u>ff</u> <u>ll</u> <u>ss</u>
	 hot cup peck gas

All Phonics Assessments are matched to the reading book levels, children should not be moved up a reading level until they have completed the assessment with 90% accuracy. If a child fails to complete the assessment. They do not repeat the same assessment, they do part 2 or 3 etc.

Student assessment sheet – part 2

Student name: _____ Class: _____ Date: _____

Pink A/ Band 1A	 p d t s n <u>i</u> m a
Pink B/ Band 1B	 o e b g f c k h u l r <u>ff</u> <u>ck</u> <u>ss</u> <u>ll</u>
	 peg sun off big

Children who successfully complete an assessment will be moved onto the next reading and phonics stage, this coincides with the Whole School Teaching and Assessment Sequence. They will then complete the next stages assessment starting with Part 1. E.g. A child may be on Pink A and complete the Pink A Part 1 assessment correctly, therefore they move onto Pink B books and their next assessment would be Pink B Part 1.

Undertaking the Assessments (Pink to Green)

A child will be presented with the 'Student Assessment Sheet' and whilst they are completing this, the assessment will be recorded on the 'Gap Analysis Sheet' by the adult undertaking the assessment.

Gap Analysis Sheet



Student name: _____ Class: _____ Date: _____

Book Band: Pink A/Band 1A	
New graphemes	s a t p <u>i</u> n m d
Oral	p-i-n m-a-t s-i-p
Book Band: Pink B/Band 1B	
New graphemes	f h b g o c k e u r l <u>ck</u> <u>ff</u> <u>ll</u> <u>ss</u>
Read and blend	hot cup peck gas
Book Band: Red A/Band 2A	
New graphemes	j v w x y z <u>zz</u> <u>qu</u> <u>sh</u> <u>ch</u> <u>th</u> ng <u>nk</u>
Sound out and blend	zip vet jam quick shut with chip
Alien words	<u>fazz</u> <u>juck</u> <u>beng</u>

Phonics assessments and Gap Analysis (Orange and Turquoise)

The assessments for Orange and Turquoise (Phase 5-6) have two formats:

Format 1: Same as Pink to Green Assessments

Student assessment sheet – part 1

Student name: _____ Class: _____ Date: _____



Book Band: Orange/Band 6		e-e se eigh wh ph ge tch dge ey y g ch
		donkey very judge gem these white hutch range sleigh house photo fly school
		phokey neight wheme
Book Band: Turquoise/Band 7		kn wr si zh gn ci ti mb
		wrestle know treasure sign social climb mission caution
		kneag gnimb placial

Format 2: To check reading fluency by timing 'words per minute' using the fluency extracts.

Fluency extracts – Orange extract 1 teacher assessment sheet

Student name: _____ Class: _____ Date: _____



Disaster Duck	Running total
One day, Disaster Duck was flying over a farm.	9
He spotted a giant caterpillar trying to eat the farmer's cabbages.	17
"This is an easy job for Disaster Duck!" he quacked.	30
"I'm on my way!"	34
But Disaster Duck was flying too fast!	41
He landed with a squelch in a patch of sticky mud.	52
By the time he got out, the caterpillar had munched up all the cabbages.	61
Another time, Disaster Duck spotted a little girl carrying a huge cake. "I can help!" he quacked.	74
But he was flying too fast – again.	90
Total number of words per minute:	
Tick the words the child reads correctly.	

Fluency extracts – Orange extract 1 student sheet

Student name: _____ Class: _____ Date: _____



Disaster Duck
One day, Disaster Duck was flying over a farm.
He spotted a giant caterpillar trying to eat the farmer's cabbages.
"This is an easy job for Disaster Duck!" he quacked.
"I'm on my way!"
But Disaster Duck was flying too fast!
He landed with a squelch in a patch of sticky mud.
By the time he got out, the caterpillar had munched up all the cabbages.

The Phonics Leader will ensure all teachers have read and understood the handbooks before undertaking the assessments.

Sharing the Assessments

The Gap Analysis Sheet will be copied and sent home to parents with the covering letter outlining what the parents need to do to support their child at home. All Gap Analysis sheets will be kept and passed on to the child's next teacher. When the children leave at the end of Year 2, all assessments will be offered to Joydens Wood Junior School, if declined, they will be shredded.

Reporting Data on SIMs

Teachers should follow the Whole School Teaching and Assessment Sequence and input their class phonics data on SIMs.

Vulnerable Learners

The highest 'at risk' of falling behind children within our school are those with:

- SEND
- EAL
- Persistent Absence/ Lateness
- Pupil Premium Children

These pupils may have significant gaps in their skills and knowledge that prevent them from being able to 'keep up' with the Whole School Teaching and Assessment Sequence. Therefore the SENCo, Phonics and English Leaders will work collaboratively with the Class Teacher to build bespoke teaching and learning sequences which may be recorded:

- 1) On weekly planning
- 2) Individual Child's personalised/provision plans
- 3) On whole school provision map

Impact: Role of English and Phonics Leader

	English and Phonics Leader	
Teaching and Assessment Cycle for Phonics	<ul style="list-style-type: none"> ● Ensure that the Whole School Teaching and Assessment cycle is adhered to by: <ol style="list-style-type: none"> 1) Ensuring Medium Term Plans reflect the Whole School cycle. 2) Complete the schools Monitoring Proforma identifying strengths and any forming issues. 3) Record on Leadership Log ● Ensure that the reading books are rapidly improving the application of phonics e.g. an increased % of children are now working at+ age expected. ● Set actions for the forthcoming term. 	
Data Analysis	<ul style="list-style-type: none"> ● Analyse Termly Phonics Trackers for each class to ensure progress is benign made in phonics and Big Cat book levels. ● Check all data has been reported accurately and produce the data reports. 	<p>Evaluate the quality of the Data Trends report. Asking questions of:</p> <ul style="list-style-type: none"> ● What information does this now give us that we didn't have before? ● What will we do with this information? ● How will we know if the actions implemented have had impact? ● Compare to reading data analysis. Ensure Phonics data is not largely different from the reading data and where differences have arisen, an in depth case study is in place.