



Longford Primary Academy

Member of staff responsible: H. Dodkins

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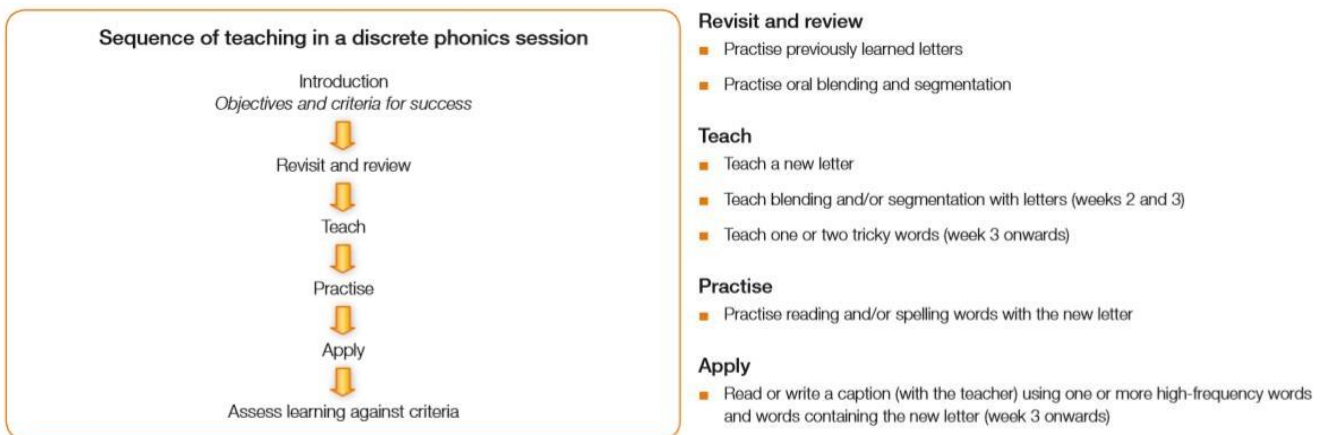
Date approved by the full Governing body:

Date to be reviewed: Autumn 2020

Phonics Policy

Practices and Procedures

Phonics lessons comprise of four parts - Revisit and Review, Teach, Practice and Apply. Phonics lessons follow the Letters and Sounds: Principles in Practice of High Quality Phonics. In addition to this, we make sure that lessons are multisensory and that all pupils have access to resources to ensure that levels of engagement are high.



Nursery:

Phase One is taught from Autumn 2 within Nursery. The children are taught;

- General sound discrimination
- Rhythm and rhyme
- Alliteration
- Voice Sounds
- Oral Blending and Segmenting

Phonic sessions are taught daily as a discrete lesson, in small, differentiated family groups. Teaching is multi-sensory and is applied throughout the nursery curriculum, to ensure the maximum retention of the taught skills.

Phase 2 is introduced to children who are ready to begin this phase.

Reception

Phase 2, 3 and 4 are taught within Reception. The children are taught using the 'Letters and Sounds' program in a multi-sensory approach. Tricky words are introduced throughout the phases, decodeable and non decodeable to help the children to be able to read sight words/ books fluently and with confidence.

Phase 2:

- Reading individual letters and beginning to blend to read VC, CVC words.
- Learning to reverse the process, to segment spoken words into phonemes and select the letter to represent those phonemes - magnetic letters, writing letters, tracing in multi-sensory equipment etc.

Phase 3:

- Sounds represented by more than one letter, learning one representation for at least 42 of the 44 sounds.

Phase 4:

- Reading and spelling words containing adjacent consonants. Many children may be capable of taking this step much earlier, in which case they are not held back from doing so.

Year 1

Initial revision of Phase 3/4 is carried out before the teaching of Phase 5 is implemented throughout Year 1.

Phase 5:

- Reading and spelling of Tricky words including Common Exception Words as named in Appendix 1 of the National Curriculum and High Frequency Words
- Recognising and learning that phonemes can be spelt in more than one way.
- Most graphemes can represent more than one phoneme, (alternative pronunciations and alternative spellings).

During Year 1 all pupils (unless disallowed), undertake the Year 1 Phonics Check to assess their phonic knowledge. Any pupil who does not achieve the published threshold score will continue to receive discrete phonic support in Year 2 and re-take the Phonic check in Year 2.

Year 2

Any children who continue to require phonics teaching at Phase 1-5 will continue to receive phonic intervention at their level in group interventions. Spelling rules and patterns, in accordance to the new English curriculum are taught at this stage with the revision of Phase 5 letters and sound in the first part of the Autumn term.

Vocabulary

Opportunities to teach and support the acquisition of vocabulary is a key focus in all phonics lessons.

Glossary of Terms

The attached 'Phonics Glossary of Terms' is given to all teaching staff to ensure that staff are accurately and consistently using the correct terminology with pupils.

Adjacent consonants	Two (or three) letters making two (or three) sounds. E.g. the first three letters of <i>strap</i> are adjacent consonants. Previously known as a <i>consonant cluster</i> .
Blending	The process of using phonics for reading. Children identify and synthesise/blend the phonemes in order to make a word. E.g. <i>s-n-a-p</i> , blended together, reads <i>snap</i> .
Consonant digraph	Two consonants which make one sound. E.g. sh, ch, th, ph
CVC, CCVCC etc.	The abbreviations used for consonant-vowel-consonant and consonant-consonant-vowel-consonant words, used to describe the order of sounds. E.g. <i>cat</i> , <i>ship</i> and <i>sheep</i> are all CVC words. <i>Black</i> and <i>prize</i> could be described as CCVC words.
Digraph	Two letters which together make one sound. There are different types of digraph - vowel, consonant and split.
Grapheme	A letter or group of letters representing one sound (phoneme) E.g. ck, igh, t, sh
Oral Segmenting and Oral Blending	The ability to segment words into their smallest unit of sounds (phonemes) and the ability to blend these phoneme sounds into words. E.g. c-a-t = cat, ch-ur-ch = church
Phoneme	The smallest unit of sound in a word.
Segmenting	The process of using phonics for writing. Children listen to the whole word and break it down into the constituent phonemes, choosing an appropriate grapheme to represent each phoneme. E.g. <i>ship</i> can be segmented as <i>sh-i-p</i> .
Split digraph	Two letters, which work as a pair to make one sound, but are separated within the word. E.g. <i>a-e</i> as in <i>make</i> or <i>late</i> ; <i>i-e</i> as in <i>size</i> or <i>write</i> .
Synthesising	The process of using phonics for reading. Children identify and synthesise/blend the phonemes in order to make a word.

	E.g. <i>s-n-a-p</i> , blended together, reads <i>snap</i> .
Trigraph	Three letters which together make one sound. E.g. <i>dge, igh</i>
Vowel digraph	A digraph in which at least one of the letters is a vowel E.g. <i>ea, ay, ai, ar</i>

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