

WESTFIELD PRIMARY SCHOOL

# Phonics Policy

October 2020

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**To learn to read is to light a fire; every syllable that is spelled out is a spark.** Victor Hugo

The best primary schools in England teach virtually every child to read, regardless of the social and economic circumstances of their neighbourhoods, the ethnicity of their pupils, the language spoken at home and most special educational needs or disabilities. A sample of 12 of these schools finds that their success is based on a determination that every child will learn to read, together with a very rigorous and sequential approach to developing speaking and listening and teaching reading, writing and spelling through systematic phonics. This approach is applied with a high degree of consistency and sustained. Ofsted: Reading by Six. 2012

### **Our vision for Phonics**

Westfield Primary School has a clear, consistent, whole school approach to the teaching of phonics. We know that high quality teaching of phonics is the key to developing independent readers and it is given the highest priority.

We want every child to be a reader, to learn to read quickly and continue to read widely and often. We use the Read Write Inc. Phonics programme, which delivers intensive and rapid phonics teaching and learning.

### **Aims:**

- To teach children aural discrimination, phonemic awareness and rhyme awareness in order
- To encourage repetition and consolidation, so that blending and segmenting becomes automatic
- To encourage speedy and accurate decoding, a love of reading and accurate spelling.

### **We want our children:**

- To decode letter-sound correspondences quickly and effortlessly, using their phonics knowledge and skills
- To read common exception words on sight
- To understand what they read
- To read aloud with fluency and expression
- To write confidently with a strong focus on vocabulary and grammar
- To spell quickly and easily by segmenting the sounds in words
- To acquire good handwriting.

### **Teaching staff and Learning Support Assistants should:**

- Be able to teach RWI Phonics confidently and in a consistent way so all children make speedy progress
- Attend weekly team meetings in order to practise together so they can teach the activity confidently and with passion
- Ensure they are familiar with all RWI resources and are confident and able to use them effectively

- Keep up to date with record keeping and assessment thus ensuring all phonics sessions are relevant and match the needs of groups and individual children they teach.

### **We teach phonics as follows across the EYFS and Key Stage 1:**

In Year R the pupils rapidly learn sounds and the letter, or groups of letters, they need to represent them. Simple mnemonics help them to grasp this quickly. This learning is consolidated daily. Pupils have frequent practice in reading high frequency words with irregular spellings - common exception words.

We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and the common exception words. This is so that, early on, they experience successes and gain confidence that they are readers. Re-reading and discussing these books with the teacher supports their increasingly fluent decoding.

All children are assessed each half-term (or earlier if necessary) and re-grouped homogeneously according to their progress in reading. They continue to work through the RWI programme with the expectation that by the end of the EYFS, all children will be able to read the Green/Purple storybooks within the programme independently.

As the children enter KS1 they continue embedding the alphabetic code through RWI. In preparation for the national phonics-screening test, throughout Year 1 the children regularly practise past phonics screening tests papers as a further means of ongoing assessment. By the end of Year 1 the expectation is that all children will have progressed through to reading the Blue/Grey storybooks independently.

Once the Read Write Inc. Phonics programme has been completed the children move on to following the Read, Write Inc. Spellings programme for 30 minutes daily. This is taught to those children who pass the Year 1 phonics-screening test and can read with accuracy. The remaining children receive small group RWI phonics interventions during this time to consolidate their phonics knowledge in preparation for them to re-take the phonics-screening test at the end of Year 2.

### **Teaching across Key Stage 2:**

Daily 15-minute interventions using Read, Write Inc one-to-one tutoring are delivered for pupils who require further phonics knowledge and application to enable them to progress with reading and spelling. Progress for these pupils is assessed weekly.

**Assessment:**

We regularly assess all pupils following Read Write Inc. Phonics Using the Entry Assessment. This gives us a very good indication of how well they are making progress relative to their starting points.

We aim for all children to be accurate and speedy readers by the time they enter Key Stage 2.

**Partnership with Parents:**

Co-operation and support from parents is paramount if a child is to become a successful and competent reader. At Westfield Primary School we are fully committed to strong partnership working between home and school.

We invite parents/carers to an initial meeting and we hold workshops to show how they can help their children read at home.

We ensure all parents are aware of the resources on the parent page on the Ruth Miskin Training website:

<http://www.ruthmiskin.com/en/parents/>

At the start of Reception each child is given a phonics book with the new sound they have learnt that day. They are expected to practise recognising and saying these sounds and correctly forming the corresponding grapheme at home. Phonics books are checked daily by the LSA to ensure the children are all completing this homework.

We send RWI reading books home twice weekly, these are accurately matched to each child's reading level. We encourage parents to contribute to their child's reading development, welcoming comments in individual reading diaries.

## Appendix- Expectations of Progress

### Reception

October: know most Set 1 sounds and blend orally (Set 1 B)

December: know Set 1 sounds and read words by blending (Set 1 C)

February: Ditties

April: Red

May: Green

July: Green/Purple

### Year 1

October: Purple

December: Pink (know Set 2)

February: Orange

April: Yellow

May: Yellow (know Set 3)

July: Blue

### Year 2

Baseline: **Blue**

Autumn half-term: **Blue**

End of Autumn: **Grey**

Spring half-term: **Grey**

End of Spring term: **Comprehension**

Comprehension programme, familiar stories, more Grey Storybooks

## Appendix- Sequence for teaching phonics

<p><b>Phase 2</b> <b>Phonics progression</b></p>	<p>Children will be introduced to a new phoneme daily. As they build up their phonics knowledge they will learn the following skills:</p> <ul style="list-style-type: none"><li>• Knowledge and understanding of at least 19 letters</li><li>• Know that words are constructed from phonemes and that phonemes are represented by graphemes.</li><li>• Practising letter recognition for reading and recall for spelling</li><li>• Practising oral blending and segmentation</li><li>• Practising blending for reading VC and CVC words</li><li>• VC and CVC words for spelling</li><li>• Practising high-frequency common words</li><li>• Exposure to two-syllable words for reading</li><li>• Know double letter make one sound.</li></ul>
<p><b>Phase 3</b> <b>Phonics progression</b></p>	<p>Children will consolidate their knowledge of phase 2 phonemes including initial segmenting and blending skills. They will continue to be introduced to a new phoneme daily including digraphs and trigraphs. They will be introduced to 2 tricky words each week. As they build up their phonics knowledge they will learn the following skills:</p> <ul style="list-style-type: none"><li>• Teaching Letter Names</li><li>• Introducing and Teaching Two-Letter and Three-Letter Grapheme, Phoneme Correspondences (digraphs and trigraphs)</li><li>• Practising Grapheme Recognition for Reading and Spelling</li><li>• Practising Blending for Reading</li><li>• Practising Segmentation for Spelling</li><li>• Teaching and Practising High Frequency Words</li></ul>

	<ul style="list-style-type: none"> <li>• Teaching, Reading and Spelling Two-Syllable Words</li> <li>• Practising Reading and Writing Captions and Sentences</li> </ul>
<p><b>Phase 4 Phonics progression</b></p>	<p>Children should be able to blend confidently to work out the sound of new words. They should be able to read words, including an increasing number of tricky words, right away without sounding them out and they should be able to write each letter. They will consolidate phase 3 and learn the following skills:</p> <ul style="list-style-type: none"> <li>• Practising Grapheme Recognition for Reading and Recall for Spelling</li> <li>• Teaching Blending for Reading CVCC and CCVC words.</li> <li>• Teaching Segmenting for Spelling CVCC and CCVC words.</li> <li>• Practising Reading and Spelling Words with Adjacent Consonants</li> <li>• Practising Segmentation for Spelling</li> <li>• Teaching and Practising High-Frequency Words</li> <li>• Practising Reading and Spelling Two-Syllable Words</li> <li>• Practising Reading and Writing Sentences</li> </ul>
<p><b>Phase 5 Phonics progression</b></p>	<p>Children learn a new range of graphemes and phonemes for reading e.g. the phoneme 'a' can be represented by the graphemes 'ay' or 'a-e.' Alternative pronunciations for graphemes are introduced e.g. 'ea' in 'pea,' 'read' and 'break.' They will consolidate phase 4 and learn the following skills:</p> <ul style="list-style-type: none"> <li>• Teaching Further Graphemes for Reading</li> <li>• Teaching Alternative Pronunciations for Graphemes</li> <li>• Practising Recognition of Graphemes in Reading Words</li> <li>• Reading High-Frequency Words</li> <li>• Reading Two and Three-Syllable Words</li> <li>• Teach Alternative Spellings for Phonemes</li> <li>• Learning to Spell High-Frequency Words</li> <li>• Spelling Two and Three-Syllable Words</li> </ul>

**Phonics  
Phase 6**

Children develop their fluency as a reader and increase their accuracy when spelling. Children will be able to sight read a large number of words. They have a range of strategies to decode unfamiliar words including their sounding and blending skills. They will consolidate phase 5 and practise the following skills:

- **Read with increasing fluency**
- **Introducing and teaching the past tense**
- **Investigating and learning how to add suffixes**
- **Spelling long words**
- **Finding and learning the difficult bits in words**
- **Developing memory strategies for spelling**
- **Application of spelling in writing**
- **Knowledge of the spelling system**
- **Adding suffixes to words**



## Appendix - Sequence for teaching using the Read Write Inc phonics programme

We use **pure sounds** ('m' not 'muh', 's' not 'suh', etc.) so that each child will be able to blend the sounds into words more easily.

At school we use a frog puppet called Fred who is an expert on sounding out words! We call it, 'Fred Talk'. E.g. m-o-p, c-a-t, m-a-n, sh-o-p, b-l-a-ck.

### **Step 1**

Set 1 sounds are taught in the following order together with rhymes to help children form the letters correctly and instantly recognise sounds ready for blending.

<b>Set 1</b>	
<b>Sound</b>	<b>Rhyme</b>
<b>m</b>	Down Maisie then over the two mountains. Maisie, mountain, mountain.
<b>a</b>	Round the apple, down the leaf.
<b>s</b>	Slide around the snake
<b>d</b>	Round the dinosaur's back, up his neck and down to his feet.
<b>t</b>	Down the tower, across the tower,
<b>i</b>	Down the insects body, dot for the head.
<b>n</b>	Down Nobby and over the net.
<b>p</b>	Down the plait, up and over the pirates face.
<b>g</b>	Round the girls face, down her hair and give her a curl
<b>o</b>	All around the orange
<b>c</b>	Curl around the caterpillar
<b>k</b>	Down the kangaroos body, tail and leg
<b>u</b>	Down and under the umbrella, up to the top and down to the puddle
<b>b</b>	Down the laces, over the toe and touch the heel
<b>f</b>	Down the stem and draw the leaves
<b>e</b>	Slice into the egg, go over the top, then under the egg
<b>l</b>	Down the long leg
<b>h</b>	Down the horse's head to the hooves and over his back
<b>sh</b>	Slither down the snake, then down the horse's head to the hooves and over his back
<b>r</b>	Down the robot's back, then up and curl
<b>j</b>	Down his body, curl and dot
<b>v</b>	Down a wing, up a wing
<b>y</b>	Down a horn, up a horn and under the yak's head.

w	Down, up, down, up the worm.
th	Down the tower, across the tower, then down the horse's head to the hooves and over his back
z	Zig-zag-zig, down the zip.
ch	Curl around the caterpillar, , then down the horse's head to the hooves and over his back
qu	Round the queen's head, up to her crown, down her hair and curl
x	Cross down the arm and leg and cross the other way
ng	A thing on a string
nk	I think I stink

Children will also use pictures for each sound to help recognise the sound and then form the shape of the sound.



## Step 2

The children are taught **Set 2 Sounds**, the long vowels.

When they are very confident with all of set 1 and 2 they are taught **Set 3 Sounds**.

Long vowel sound	<b>Set 2 Speed Sound cards</b> <b>Teach these first</b>	<b>Set 3 Speed Sound cards</b>	
ay	ay: may I play	a-e: make a cake	ai: snail in the rain
ee	ee: what can you see	ea: cup of tea	e: he me we she be
igh	igh: fly high	i-e: nice smile	
ow	ow: blow the snow	o-e: phone home	ao: goat in a boat
oo	oo: poo at the zoo	u-e: huge brute	ew: chew the stew
oo	oo: look at a book		
ar	ar: start the car		
or	or: shut the door	aw: yawn at dawn	

air	air: that's not fair	are: share and care	
ir	ir: whirl and twirl	ur: nurse for a purse	er: a better letter
ou	ou: shout it out	ow: brown cow	
oy	oy: toy for a boy	oi: spoil the boy	
ire		ire: fire fire!	
ear		ear: hear with your ear	
ure		ure: sure it's pure?	

### **Nonsense words (Alien words)**

As well as learning to read and blend real words children will have plenty of opportunities to apply their sound recognition skills on reading 'Nonsense words'. These words will also feature heavily in the Year One Phonics Screening check in the summer term.

### **Step 3:**

As the phonics knowledge of the children continues to develop, they will continue to have access to reading books and other written texts that reflect this. The children will have built up a bank of sight vocabulary, including common exception words and will use their phonics and blending skills to help them decode unfamiliar and more challenging words with increasing speed and accuracy.