

Lodge Farm Primary School

Phonics Policy



Date of policy: July 2022

Member of staff responsible: Angie Smith

Introduction

This teaching and learning policy is written so that staff, parents and governors are clear with regard to teaching and learning standards and expectations of phonics across the school.

The school's Phonics subject leader is Angie Smith

Intent

We acknowledge and celebrate that each child is unique and that they learn in different ways. At Lodge Farm, we provide an engaging, interesting and creative learning experience that allows children to develop their phonic knowledge, skills and abilities to their full potential. We understand that successful reading teaching is key to success in all other areas in the curriculum. We have high expectations for all children, ensuring no child is left behind. We aim to ensure all children, including the lowest 30%, can make expected or above progress in reading. The rapid acquisition of phonics is central to becoming an independent reader.

Our core aims are to provide a phonics and early reading curriculum that:

- ensures all children are skilled readers who develop a comprehensive understanding of words, language and texts
- ensures all children make speedy progress in phonics and early reading regardless of their ability & background
- Promotes a love of reading

Implementation

Phonics at Lodge Farm is implemented through the Monster Phonics programme. Lessons are taught daily from Reception to Year 2 (and beyond where necessary) and are consistent across the school. Lessons follow the same structure of revisit/review, teach, practise/apply and revise. Staff use the same vocabulary, resources and teaching mantras consistently. There are key expectations for each year group and interventions are put in place for those children that fall behind or the lowest 30%.

Our Phonics curriculum ensures that all children make good, or better, progress in phonics regardless of their age, gender, ability or background.

Our pupils will:

- get off to a good start in the EYFS. The pupils will know one way of writing down each of the 44 phonemes.
- develop into skilled readers who develop a comprehensive understanding of words, language and texts
- make speedy progress in phonics and reading progress regardless of their ability & background, including the lowest 30%
- develop a love of reading so that they can read for purpose and for pleasure.

Effective learning

We acknowledge that children learn in many different ways and we recognise the need to develop strategies that allow all children to learn most effectively. We take into account the different ways that children learn when planning and teaching in order to ensure all children access a full and varied curriculum.

Pupils will work in year group groups in a structured, consistent and fast-paced way. Children are encouraged to practise and apply their phonics skills in a number of different ways.

These include:

- applying and practising blending
- applying and practising segmenting skills

- applying their knowledge of phonemes in writing
- opportunities to read and re-read phonetically appropriate books (Contain only the phonemes and tricky words that they have been taught and know)
- comprehension skills
- fluency skills
- prosody skills
- independent reading and writing skills

Consistency is extremely important in our school. All resources, sound mats and flashcards are the same in all classes to ensure children are solely focussing on their phonic understanding with little distraction. Interventions that take place also use the exact same resources. Where children work outside of their classroom they will have access to the same phonics resources that they would find in their classroom.

Curriculum Design

Curriculum

- Systematic synthetic phonics is taught using the Monster Phonics programme throughout Reception and KS1. This is used to ensure the pupils are taught new phonemes in a particular order using the four-part lesson format: revisit/review, teach, practise/apply and revise.
- A new sound is taught daily using flashcards and some interactive resources. Lessons are kept fast-paced and usually last no more than 25 minutes: this is to ensure that all pupils are fully engaged and enjoying their phonics learning. Assessment for learning takes place during all phonics lessons, quickly identifying who has and has not picked up a new sound/word.

Phonics connections

- Phonics does not stand alone at Lodge Farm. We integrate this into many areas of the curriculum, referring back to sounds and strategies wherever possible.
- Sounds should be explicitly pointed out, revisited and reviewed throughout the school day
- Phonics is to be revisited within English and other curricular lessons, for example pointed out a sound learned that day

Individual reading

At Lodge Farm we have put great thought into the organisation of our reading books. New books bought are aligned to Monster Phonics

- Individual reading books in the EYFS and KS1 progress according to their sound content. Each book corresponds with the Monster phonics programme used in school. Pupils' reading books are chosen by the according to their phonic ability. This is to ensure that all pupils can read the book rather than having to sound out every single grapheme as the latter often results in reluctant readers.
- We want the child to read the book over and over again, allowing them to increase in confidence and therefore increasing the level of enjoyment. We then expect the pupils to have understanding of what they have read.

Interventions

Interventions based on Monster Phonics occur daily for those children who need more support with their phonic understanding using the 'keep up' philosophy.

Interventions:

- last no more than 10 -15 minutes and are conducted in a quiet and clear space, distractions must be kept to a minimum in order for the intervention to be as effective as possible
- Teacher talk is kept to a minimum, this ensures the child is solely focussing on their phonics understanding and nothing else.
- Modelling is key to all interventions; this means little discussion is needed.
- All these interventions are conducted on a one to one basis or in very small groups

Content

Early Years Foundation Stage

In Nursery children cover the foundations of Monster Phonics. Sounds are also introduced to Nursery pupils in the Summer term or when appropriate. Those children struggling to orally blend and segment receive extra support and will also include auditory memory skills.

Phonics teaching starts as soon as the pupils start full-time in reception (in the first week). The Monster phonics progression will be followed as seen in the appendix. During this phase, we begin oral blending and segmenting before moving on to blending and segmenting with letters (CV, VC and CVC (C= consonant, V= vowel)). Skills to support oral bending and segmenting are ongoing through Reception in our provision areas and transition games.

Digraphs and trigraphs are introduced. The pupils will know one way of writing down each of the 44 phonemes.

Teaching continues to consolidate phonemes and teaches the pupils how to read and spell words with longer word structures e.g. CCVC, CVCC & CCCVC.

Key stage 1

In Year 1, pupils continue their phonics learning as, usually recapping the digraphs and trigraphs. Phonics is continued also encompassing Year 1 spelling rules. All phonemes must be taught and covered by the end of the Spring term to ensure they have consolidation time before the screening check in June. Children who did not pass the Phonic Test in Year 1 are re-entered for the test in Year 2. These children will access discreet phonic interventions in addition to mainstream teaching to support them in making progress and teaching any potential gaps in learning.

In Year 2, children will begin by recapping phonemes learnt and then moving onto Y2 spelling rules

Key stage 2

Children moving into Year 3 should have acquired a secure phonic knowledge. For those children who have not, the teachers will continue to build upon previous teaching and learning from year 2 to continue to support those children to close the gap. For these children, phonics catch-up is organised in small group work or 1-1 for the children who are still not secure with all their sounds. This is continually assessed to inform future planning for possible support or interventions until pupils are secure with their phonic knowledge.

Children who enter the school at a different point to Reception will be phonically assessed to ensure there are no gaps in their according level. Interventions will occur as necessary.

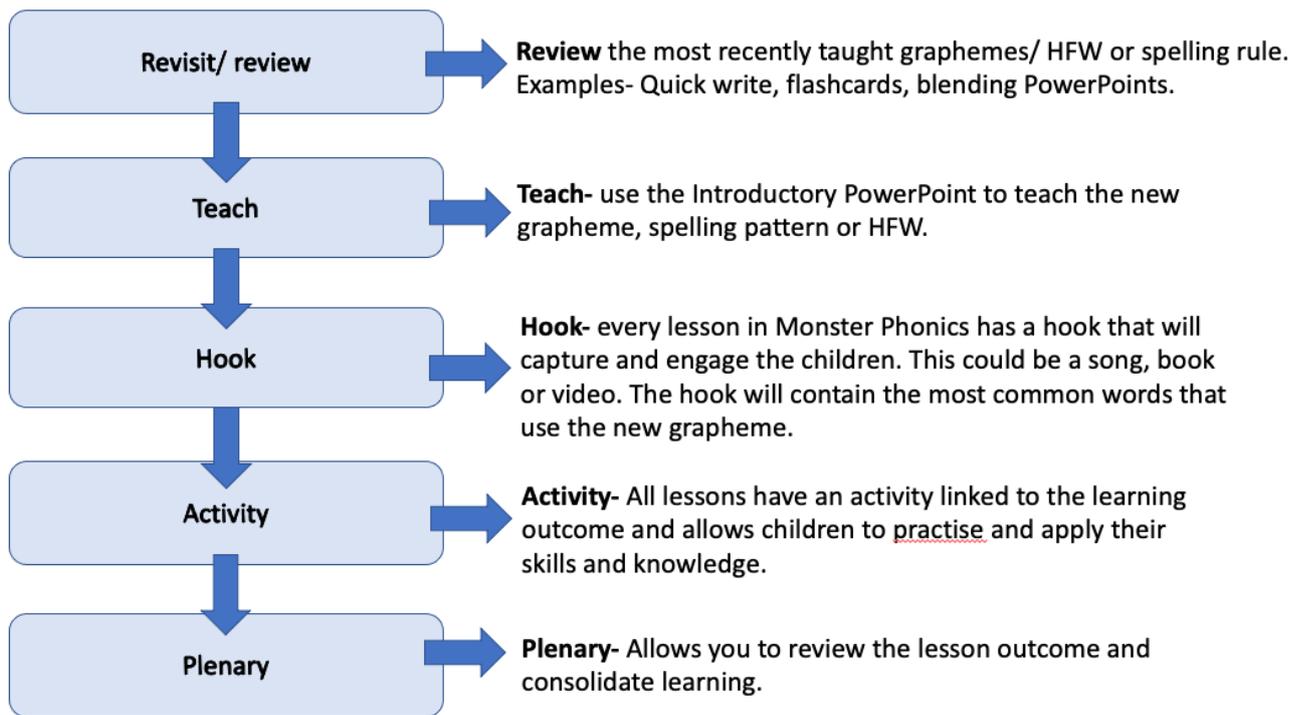
Curriculum Organisation

The Phonics curriculum has been organised following the Monster Phonics programme. The subject leader ensures that the Monster Phonics progression map is followed to ensure coverage within phonics and that training for staff is given. The subject leader has developed a key terminology document for staff. This vocabulary is taught explicitly to the children.

Planning

Using the Monster phonics long-term map phonics should be taught in Nursery, Reception, Year 1 and Year 2 daily. In KS1 phonics is taught 5 days per week. The lessons should be taught following the Monster Phonics programme using teaching sequence – see diagram below.

Monster Phonics Teaching Sequence



However, phonics should not stand-alone and should be referred to throughout the school day. Flash cards containing phonemes/words/tricky or HFW should be used at transition periods such as lining up for lunch and at home time. Phonics sounds learned should also be referred to across the curriculum

Teaching

Teaching should ensure consistency through

- Correct use of terminology
- Correct pronunciation
- Pace

Resources, strategies & mantras are consistent across year groups

- Structure of the lesson
- Progression through the phases
- Oral blending – robot arms
- Blending – sound buttons and left to right ‘whoosh’
- Segmenting – phoneme fingers and phoneme frames
- Dictations must match the phonic knowledge of the children and not include any words they would not be able to write.
- Resources (flash cards, GCP charts to be consistent and aligned to Monster Phonics)

Ensuring high quality teaching reaches all learners

- Connections – connecting with prior learning, reading and writing
- Attention - eyes on the teacher, engaged
- Practise – new words with known graphemes, opportunities throughout the day to practise not just in phonics, overlearning
- Structure - review, teach, practise/apply, revise, children know what is coming
- Ensure teachers are enthusiastic and focused on the phonic goal
- Ensure children are actively involved and well-motivated
- Place a spotlight on the lowest 30%
- Teacher and TA training

Lessons

High quality phonics teaching involves all mentioned in the above two sections. This, in turn, will match the particular learning needs of the pupils in the class. Teachers plan and resource lessons with high expectations for all pupils including the most able using the Monster Phonics programme.

Lessons are not always the same; however, teachers will always they follow the same 4-point structure of revisit-teach-practise/apply, review as noted previously and will ensure:

- All tasks and activities that the children partake in are safe and appropriate risk assessments are made prior to learning.
- The leaders and experts in the classroom are the adults. Adults lead pupils decisively and confidently following school policies and class routines having high expectations of what pupils can achieve.
- Staff are always ready for pupils as soon as they enter the room with work and resources prepared.
- Pupils and staff know the language that they are expected to use and its meaning before learning begins. Technical and subject specific vocabulary is shared with Teaching Assistants prior to learning.
- Phonics lessons always begin with revisiting previously learned phonemes. Thinking about the GPC children have learned previously and are selective with these.
- Learning is differentiated. The teacher will use resources such as: word mats, visual prompts, now and next prompts, technology, simplified texts etc to ensure that pupils can access learning and achieve. Some pupils will require more intense, targeted support and may need guidance from an adult to meet their needs.
- Learning is pitched to meet all children's needs. Children who are capable of more within a lesson are moved on swiftly to more challenging work. Pupils who are finding work challenging are quickly identified and supported.
- Questioning is purposeful and promotes learning. Teachers anticipate where mistakes arise and plan probing questions or examples ready to shape learning.
- Teaching assistants and other adult helpers are deployed effectively. Sometimes they work with individual children or with groups.
- Lessons conclude with a review activity where the learning point of the lesson is reviewed, children are shown a word with the new grapheme, the recapping a tricking word and teachers check the learning has 'stuck'. This could be revisited throughout the day e.g. before lunch, at home time.

Assessment

Formative assessment and feedback

Formative assessment takes place during all phonics lessons, quickly identifying who has and has not picked up a new sound, informing future planning. Intervention will be put in place quickly to prevent children falling behind the programmes pace.

Summative assessment

Summative assessment takes place according to the Monster Phonics programme. Knowledge of each sound is checked, as well as the child being able to apply this when reading words. This is then inputted into the schools *data tracking system*. This will be monitored by the phonics lead.

Age Related Expectations for the end of the school year:

By the end of EYFS children should:

- read and understand simple sentences.
- use phonic knowledge to decode common words and read them aloud accurately.
- confidently read by sight the common exception and high frequency words
- use phonic knowledge to write words in a way which matches how the sounds are said.
- write some irregular common words.

By the end of Year 1 children should:

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

By the end of Year 2 children should:

- Read accurately most words of two or more syllables.
- Read most words containing common suffixes.
- Read and spell most common exception words for year 2.
- Read words accurately and fluently without overt sounding and blending.
- Sound out most unfamiliar words accurately, without hesitation.
- Segment spoken words into phonemes and represent these by graphemes.

The role of Staff

Teachers and teaching assistants are responsible for the delivering high quality teaching and learning.

They will:

- Implement the school's Phonics Policy rigidly to ensure consistent practice across the school.
- Model an enthusiasm for phonics.

- Model thinking and talk to develop pupils' metacognitive and cognitive skills and ensure that learning is sufficiently challenging to develop pupils' self-regulation and metacognition.
- Ensure that pupils are taught how to organise and effectively manage their learning independently.
- Plan lessons that consider prior attainment, individual learning needs and different learning styles in order all students can access the curriculum and make at least good progress.
- Use questioning styles to stretch and challenge students.
- Keep up to date with their phonics subject knowledge and pedagogical approaches to learning.
- Be acutely aware of students who are not making progress in phonics and plan timely interventions to ensure that good progress is made.

The phonics subject leader is responsible for the overall leadership and management of phonics across the school. They will:

- Monitor the quality of teaching of phonics (evidence includes: Lessons, Planning, Pupils' Work, Learning Walks, Class Displays, Learning Environments, Pupil Surveys, Staff Surveys, Pupil interviews).
- Lead staff meetings, support staff and ensure that staff are clear about teaching and learning expectations in phonics.

The role of parents

- Parents have a fundamental role to play in helping children to learn to read.
- We expect that parents will be supportive of the implementation of the school's phonics teaching and learning policy
- Support children by reading to them and with them at home
- Attend phonics workshops and read information sent out about phonics by the school.
- Access Monster phonics online.

We will work with parents to support them to keep up to date with phonics knowledge sent out by the school and pronounce sounds correctly.

In the event of remote learning Phonics will be taught daily through each year group's online platform.

Appendix Phonics Progression

Reception Progression Map

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	WEEK 12
TERM 1	s a t p	i n	m d g	o c k ck	e u r	h b	f ff l ll ss	j v w x	y z zz qu	ch sh th th ng	Long oo	ar
	a, at, as	in, it, is I, an	and, am dad	to, into, go no, the	get, dog, can, got, on, not, cat	up, mum, put, had, oh, him his, big has	he, she, me, we, be, of	if, off, you, my, they, for	will, all, went, was, from, help	too, her, with, are, yes	then, them, that, this, said	
TERM 2	oo (u)	ow	ee	ur	ai	or	oa	er	igh	air	oi	ear ure
	look, now, down	look, now, down	see, going, just, have	see, going, just, have	it's, do, so	it's, do, so	come, some, were, one	come, some, were, one	like, by, when, little, what	like, by, when, little, what	day, away, play, children	day, away, play, children
TERM 3	CVCC	CCVC	CVC+ <small>with previously taught graphemes</small>	CVC+ <small>with previously taught graphemes</small>	CCVCC	CCVCC	CVC+ <small>polysyllabic</small>	CVC+ <small>compound words</small>	CCC onset words CCVCC+ <small>with previously taught graphemes</small>	CCVCC+ <small>with previously taught graphemes</small>	CVC+ HFW	CVC+ HFW
			your, here, saw	your, here, saw	time, out, house, about	time, out, house, about	made, make, came	I'm, very, old	called, asked, looked	their, our	Mr, Mrs, don't	people, could

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Year 1 Progression Map

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	WEEK 12
TERM 1	ff ss zz ll ck nk	tch ve ai	oi ay oy	suffix s/es a_e	e-e i-e o-e	u-e u-e ar	ee suffixes ed/ing	ASSESSMENT 2 ea ea	er ir ur	oo oo oa	ASSESSMENT 3 oe	ou ow ow
	a, be, he, me, we, she, no, go so, to, do, today, I, by, my	love, some, come, was, is, his, has, one, once, friend, your	the, of, said, here, there, you, school	house, our, where, were, they, says, are, ask, put, push, pull, full	from, help, back, animals, will, this, that, then, them, with, went, off, children, just	made, make, come, like, time, by, my, I, I'm, into, too, don't	see, very, day, have, when, about, out, people	look, looked, asked, could, saw, all, down, now	Mr, Mrs, what, their, little, called	HFW REVISION	mare, horse, gone, live, would, school, seen, food, room	play, way, say, may, away, been, need, keep, feet, snow, grow, window, know
TERM 2	ue ue ew	ew k before y i e	ie ie igh	or ore aw	au ar Prefix un	ASSESSMENT 5 ear ear ear	afe y ph	wh e o	ASSESSMENT 6 Review ff ll ss zz ck nk tch	Review ve ai oi ay	Review oy a-e e-e i-e	Review o-e u-e u-e ar 200 HFW REVISION
	three, tree, trees, green, sleep, queen, please, ever, never, over, under, better, after	good, task, book, looks, looking, our, dark, park, hand, garden, found, round, around, mouse, shouted	going, most, over, cold, told, gave, take, place	he's, we're, even, began, before, because, girls, birds, first	sea, tea, eat, each, really, these, other, mother, another	floppy, any, many, every, everyone, baby, only, suddenly, pulled	want, wanted, great, us, has, inside, liked, can't, didn't, key, hear, white	love, something, coming, fly, why, new, use, there, where, boy	which, head, dragon, animals, couldn't, eyes, lived, boat, cried	giant, find, laughed, again, friends, different, door, jumped, stopped	thought, through, magic, narrator, once, air, who, I've, I'll, these	
TERM 3	PHONICS SCREEN	Review ee ea er	Review ur oo oa	Review oa oe ou ow	ASSESSMENT 7 Review ow ue ue ew	Review ew le ie igh	Review or ore ear ear	Review er ur ur ar	Review y ph wh e	Review o Prefix un k before e, y, i 2 syllable words	Compound Words Numbers Contractions	Days Months Colours
	Nonsense words	be, he, me, we, she, no, go so, to, do, today, I, by, my	love, some, come, was, is, his, has, here, there, friend, your	the, of, said, house, our, one, once	where, were, they, says, are, ask, put, push, pull, full, a	from, help, back, animals, will, this, that, then, them, with, went, just, children, off	made, make, come, like, time, by, my, I, I'm, into, too, don't	see, day, very, have, when, about, out, people	down, now, look, looked, asked, could, saw, all	Mr, Mrs, their, little, what, called	HFW REVISION	HFW REVISION

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Year 2 Progression Map

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	WEEK 12
TERM 1	dge g	ē kn	gn wr	le ei il	ā homophone	Vowel suffix drop e Vowel suffix drop letter	Vowel suffix Y to i ASSESSMENT 1	y ā (or)	ō (u) ey	after W-ā after W-ōr	after W-ōr S (z)	ti i
	great break steak find mind, kind behind	wild, child climb old, gold hold cold told	would could should door floor poor	any many pretty move grow improve	most both only every everybody	even people whole clothes thought	busy money hour Christmas	grass class pass past fast last	both path father plant half	after again sure sugar	water parents beautiful	eye who Mr Mrs
TERM 2	Constants suffixes Contractions	Possessive Apostrophe	REVIEW dge Adding suffix	REVIEW g Adding suffix	REVIEW ē Adding suffix	REVIEW kn Adding suffix	REVIEW gn Adding suffix	REVIEW wr Adding suffix	REVIEW le Adding suffix	REVIEW ei ū ā Adding suffix	REVIEW y Adding suffix	REVIEW ā (or) Adding suffix
	Year 2 CEW REVIEW	Year 1&2 CEW REVIEW	find, great kind, steak, mind break, behind	wild, child, climb old, gold, hold told, cold	would, door floor, could poor, should	any, move prove, many improve, pretty	most, both only, every everybody	even, people, clothes whole	busy, hour Christmas money	grass, class pass, past fast, last	both, path father, plant half	after, sure again, sugar
TERM 3	REVIEW ō (u) Adding suffix	REVIEW ey Adding suffix	REVIEW W-ā Adding suffix	REVIEW W-ōr Adding suffix	REVIEW W-ōr Adding suffix	REVIEW z (zh) Adding suffix	REVIEW ti Adding suffix	REVIEW i Adding suffix	Homophone Vowel suffix Drop e	Vowel suffix drop e Vowel suffix Y to i	Constants suffixes Contractions	Possessive Apostrophe CEWs
	water parents beautiful	Mr, Mrs who eye	thought laughed magic, animals I've, I'll who two	where once couldn't only, baby floppy, every suddenly great	any many these small, bear best home clothes	because we're everyone town how through eyes, boy again	gone horses which pulled fly, why cried, find giant narrator	different pulled lived granddad morning, rabbit that's, things king, across along	great, break steak, every even, busy many everybody pretty, people any, money	find, mind kind, behind wild, child climb, both most, old, gold told, cold, hold whole, clothes only	beautiful move improve Who half	would, could, should door, poor, fear Christmas, sure water, Mr, Mrs sugar, eye, parent pass, class, grass both, last, fast plant, after, again

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Phonics will be ongoing for those children who do not have a secure knowledge of all phases

Vocabulary

Phoneme	Grapheme	Grapheme-phoneme
The smallest unit of sound in a word – often referred to as “a sound”	A letter (or sequence of letters) that represent(s) a phoneme	correspondence (GPC) The match between a phoneme and a grapheme
Blending	Oral blending	Segmenting
Say individual phonemes, put together to make a word	Say phonemes in the word and blend in your head or out loud	Breaking words or parts of words into phonemes
Multi-syllabic word	Digraph	Trigraph
A word with more than one syllable	A phoneme that is represented by two letters	A phoneme that is represented by three letters
Split vowel digraph	Adjacent consonants	Alternative graphemes
A digraph that is separated by one or more consonants within a word e.g. make	Consonants blended together when reading a word	Different representations of a phoneme in a word
Vowel	Consonant	CVC word
The letters a e i o u	Other letters which are not vowels	A word which is made up of a consonant followed

		by a vowel followed by a consonant eg bag
--	--	--

Sound button notation

A dot under a single letter phoneme

pan
• • •

A line under a digraph or trigraph

sock
• • —

A curved line under a split vowel digraph with a dot under the letter which is splitting the digraph

home
• —