

# Warren Wood Phonics Policy

Key Document Details:			
<b>Author:</b>	Subject Leader	<b>Department:</b>	Education
<b>Reviewer:</b>	Headteacher	<b>Version No:</b>	1.2
<b>Last Review:</b>	September 2023	<b>Next Review:</b>	Summer 2024
<b>Approver:</b>	Head of Primary Education	<b>Date Ratified:</b>	

## Contents

Document Change History .....	2
Mission Statement .....	3
Values .....	3
Statement of Equality.....	3
Intent .....	3
Aims .....	3
Objectives .....	4
Timetabling/Structure .....	5
Assessment .....	6
Assessing in Reception, KS1 and Evergreen.....	6
Assessing in KS2 .....	6
Inclusion/ Intervention:.....	6
Supporting the Lowest 20% Achievers .....	6
Extending and Challenging Fast Learners .....	7
Year 1 Phonics Screening Check .....	7
Foundations of Phonics .....	7
Terminology .....	9
Foundations of phonics – Levels .....	7
Terminology .....	8

## Document Change History

Date:	Version:	Description of Changes:
September 2023	1.2	Year 1 phonics screening & assessing KS2 pupils. Foundations of phonics and terminology

## Mission Statement

*“To nurture and develop all people in our Trust so that they reach their full potential academically, vocationally, and personally, including being positive role models for future generations in the community. We will achieve this by providing high quality values-based education that cultivates employability and life skills making our schools the first choice for young people, parents, carers, staff and employers.”*

## Values

The values of Respect, Excellence, Collaboration, Independence, Perseverance, Enjoyment, Leadership, Integrity and Care are central to everything we do at the Skills for Life Trust.

## Statement of Equality

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

## Intent

The Twinkl Phonics Programme intends to not only provide children with opportunities to develop the knowledge, skills and understanding essential for reading and writing, but also, to develop each child’s confidence, resilience and engagement in phonics lessons and a love for reading and writing. We also understand that not all children progress at the same rate so we intend to provide teachers with the tools they need to bridge this gap.

We also understand that not all children progress at the same rate so we intend to provide teachers with the tools they need to bridge this gap. For those children who are working below age-related expectations, phonics learning shouldn’t end in KS1. If, through assessment and observation, teachers decide that a child needs further phonics intervention, Twinkl Codebreakers, a comprehensive and scripted intervention programme, can be used. It is specifically designed for KS2 pupils to close the gap and develop essential reading and writing skills

## Aims

- To establish a cohesive whole-school approach with progression and continuity in the

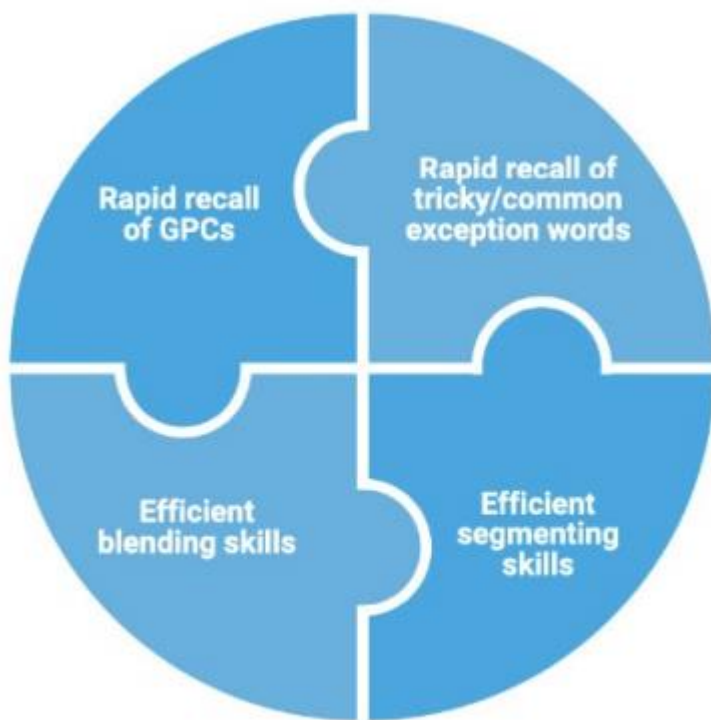
teaching and learning of phonics throughout the school with a focus on quality first teaching.

- To ensure that systematic synthetic phonics (following the Twinkl Phonics programme) is the first approach pupils use to help with their reading and spelling.
- To ensure children learn to read and write all 44 graphemes in the English language.
- To ensure children have specific strategies to identify and decode common exception words (tricky words).
- To have robust assessment procedures to check progress and identify pupils in need of intervention.
- For pupils to apply their phonic knowledge in their reading and writing across the whole curriculum.
- For pupils to develop a love of reading and enjoy reading for pleasure confidently across a range of genres.

## Objectives

- To provide consistent, high-quality phonics teaching that ensures all children have a strong foundation upon which to tackle the complex processes of reading and writing.
- To ensure that the teaching of synthetic phonics is systematic and progressive throughout the foundation stage, key stage one and key stage two for those children needing interventions to support phonetic knowledge and understanding.
- To ensure that children have strong phonetic knowledge, understanding and skills so that they can decode words confidently and engage with higher-order reading and writing skills that this comes from a mix of bright, fun and engaging lesson resources within a clear and systematic approach that builds on children's skills daily.

## Timetabling/Structure



**Four Cornerstones of Phonics**

The structure of every Twinkl Phonics lesson follows this familiar five-part structure to ensure that the four cornerstones of phonics are covered. During our phonics lessons, children will repeat the elements from the four cornerstones of phonics to ensure that they have rapid and automatic recall of grapheme-phoneme correspondence (GPCs) and tricky/common exception words; each day, they will experience blending and segmenting activities to allow regular practice of these core skills.

Phonics is taught daily to all children in EYFS and key stage 1. Within reception, phonics sessions will increase in length over the year. By the end of reception, children spend about an hour a day consolidating previous learning, learning new content and practising and applying what they have learnt. This will consist of a mixture of carpet time and follow-up activities. Phonics will also form part of their continuous provision for children to access following their discrete phonics lesson. In year 1 and 2, phonics lessons will last about 30 minutes each day. Some children may continue to need discrete phonics sessions in key stage 2. If this is the case, they will receive a daily 10 minute intervention session, delivered using the Twinkl Phonics Codebreakers interventions. Children will be regularly assessed to ensure they are receiving phonics teaching at the correct level.

For those children who are working below age-related expectations, phonics learning should not end in KS1. If, through assessment and observation, teachers have decided that a child needs further phonics intervention, Twinkl Codebreakers will be used. It is a comprehensive and scripted

intervention programme, specifically designed for KS2 pupils to close the gap and develop essential reading and writing skills.

## **Impact**

The impact of using the complete Twinkl Phonics Programme (including lesson packs, display photos, and weekly planning), as the basis of our phonics teaching, will be for children to develop their phonics skills and knowledge through a systematic, synthetic approach, while covering the statutory requirements outlined in the 2014 National Curriculum. It provides sufficient support for children to become fluent readers and prepares them for the statutory year 1 Phonics Screening Check. Following the programme gives Warren Wood Primary Academy a consistent approach to phonics, which is clear to teaching staff and learners.

## **Assessment**

Assessment Assessing in Nursery In nursery, children will be assessed in line with the learning objectives/outcomes of each aspect. This is very much a personalised individual approach and should consider observations and assessments from children's independent play, involvement in group work and phonic lessons.

It is important that all staff involved within a child's learning contribute to the child's learning journey/assessment to give a holistic and true reflection of the child's phonic ability.

### **Assessing in Reception, KS1 and Evergreen**

Children should be assessed on their knowledge of GPCs and tricky/common exception words each half-term, to establish their phonic level. Blending and segmenting assessments should also be carried out to ensure that children have the skills securely in place for reading and spelling.

### **Assessing in KS2**

KS2 pupils will be assessed on their knowledge of GPCs and tricky/common exception words each long term, to establish their phonic level. The Phonics Subject Lead will liaise with the Class Teachers to develop additional interventions suitable for the pupils' individual needs.

## **Inclusion/ Intervention:**

### **Supporting the Lowest 20% Achievers**

Regular assessment is vital to ensure the early identification of children who may need us to provide them with extra support, either through interventions or during daily classroom teaching. Ideally,

these children will take part in daily, highly structured interventions, which will normally include recapping or relearning missing GPCs and tricky/common exception words and practising blending and segmenting skills. As soon as we identify any child who is struggling to succeed in phonics, the provision will be put into place to close the gap.

## **Extending and Challenging Fast Learners**

Regular assessment is also vital to ensuring the early identification of children who may need us to challenge them further, either through extension activities or during daily classroom teaching.

## **Year 1 Phonics Screening Check**

In the summer term, all children in year 1 will undertake the National Phonics Screening Check. This is an assessment carried out in school during which the children will be assessed on their ability to segment and blend a range of 40 real and 'alien' words. Alien words are a selection of phonetically decodable nonsense words. The words in this assessment gauge the children's understanding of the phonemes learnt and give the school the knowledge of where the gaps are. If the children are not secure in recognising, segmenting and blending these words and therefore do not pass the assessment, they will be offered further support as they enter year 2 and will be able to repeat the assessment in the summer term of year 2. This assessment also allows us to put in specific and personal support for those children who require additional assistance. If a child does not meet the expected standard in year 2, then phonics teaching and learning will be continued into key stage 2. At this point, the child will also be monitored by the SENCo and Subject Lead to assess for additional needs.

## **Foundations of Phonics**

### **Level 1**

Level 1 of Twinkl Phonics concentrates on developing children's speaking and listening skills and lays the foundations for all future phonic work.

Level 1 is divided into seven aspects:

- A1 – Environmental
- A2 – Instrumental sounds
- A3 – Body Percussion
- A4 – Rhythm and rhyme
- A5 – Alliteration
- A6 – Voice sounds
- A7 – Oral blending and segmenting.

Each aspect contains three strands:

- Tuning in to sounds (auditory discrimination)
- Listening and remembering sounds (auditory memory and sequencing)
- Talking about sounds (developing vocabulary and language comprehension)

## **Level 2**

In Level 2, letters and their sounds (phonemes) are introduced one at a time.

A set of letters is taught each week, in the following sequence:

Set 1: s, a, t, p

Set 2: i, n, m, d

Set 3: g, o, c, k

Set 4: ck, e, u, r

Set 5: h, b, f, ff, l, ll, ss

Children are taught that words are constructed from phonemes and that the sound they make are represented by graphemes. Children learn to blend them together to read simple words and segment them to support spelling simple words such as 'sad', 'hot', 'mess'.

## **Level 3**

New graphemes are introduced one at a time in the following sequence:

Set 6: j, v, w, x

Set 7: y, z, zz, qu

Consonant digraphs: ch, sh, th, ng

Vowel digraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er

## **Level 4**

In Level 4, no new graphemes are introduced. The main aim of this level is to consolidate the children's knowledge learnt previously and apply this into two syllable and polysyllable words such as 'sandpit', 'windmill' and 'lunchbox'. There is also an emphasis on teaching words which have adjacent consonants, such as 'strap', 'start', 'pumpkin' and 'monster'.

## **Level 5**

In Level 5 children will be taught some new graphemes and alternative pronunciations for these graphemes and graphemes they already know. They will begin to learn to choose the appropriate grapheme when spelling. For example, children will already know /ai/ as in 'rain', but now they will be introduced to /ay/ as in 'day' and /a-e/ as in 'make'. Alternative pronunciations for graphemes will also be introduced, e.g. /ea / in 'tea', 'head' and 'break'.

Digraphs: wh, ph, ay, ou, ie, ea, oy, ir, ue, aw, ew, oe, au

Split digraphs: a\_e, e\_e, i\_e, o\_e, u\_e



## Terminology

Phonics – Phonics teaches children to listen to and identify the sounds that make up words. This helps them to read and write words.

Blend – Saying the individual sounds that make up a word and then merging or blending the sounds together to say the word – used when reading.

Segment – This is the opposite of blending. Splitting a word up into individual sounds – used when spelling and writing.

Vowel – The letters a, e, i, o, u.

Consonant – Most letters of the alphabet (excluding the vowels: a,e,i,o,u).

CVC words: Abbreviation used for consonant-vowel-consonant words, used to describe the order of sounds. Some examples of CVC words are: cat, pen, top, chat (because ch makes one sound).

Other similar abbreviations include:

VC words e.g. on, is, it

CCVC words e.g. trap and black

CVCC words e.g. milk and fast

Phoneme – A single sound that can be made by one or more letters – e.g. s, k, z, oo, ph, igh.

Grapheme – Written letters or a group of letters which represent one single sound (phoneme) e.g. a, l, sh, air, ck.

Digraph – Two letters which together make one sound e.g. ee, oa, ea, ch, ay. There are different types of digraph:

- Vowel digraph: a digraph in which at least one of the letters is a vowel, for example; boat or day.
- Consonant digraph: two consonants which can go together, for example shop or thin.
- Split digraph (previously called magic e): two letters, which work as a pair to make one sound, but are separated within the word e.g. a-e, e-e, i-e, o-e, u-e. For example cake or pine.

Trigraph – Three letters which go together make one sound e.g. ear, air, igh, dge, tch.

Pure sound – Pronouncing each letter sound clearly and distinctly without adding additional sounds to the end e.g. 'f' not 'fuh.' *Top Tip – It is tricky to say some sounds without the 'uh' sound at the end – like b, d, v and g! Try to emphasise the main letter sound when talking about these*

*letter sounds. Some are easier to say by dragging the sound out e.g. fffffff rather than 'fuh' or mmmmmm rather than 'muh.'*

Tricky words – Words that are difficult to sound out e.g. said, the, because.

