



# Phonics teaching

2021-2022

## Rationale

This policy outlines our practice in the teaching of phonics which is underpinned by our whole curriculum. Consistently applied approaches are crucial to the progress and attainment of pupils in Reading.

## Aims

- We aim to develop fluency in our pupils by the end of Year 2 so that they can become lifelong learners who read for enjoyment.
- We aim to provide multisensory approaches to the teaching of phonics to enable all learners to achieve their full potential.
- We aim to use consistent approaches in the teaching of phonics to ensure progression across EYFS and KS1.
- We aim to use a variety of assessment approaches to ensure that all children can demonstrate their phonological awareness.
- We aim to provide timely intervention for children who are experiencing difficulties in reading.
- We aim to provide meaningful opportunities to practise, consolidate and extend their phonic skills and knowledge in a broad range of contexts, throughout the setting, indoors and outdoors (where appropriate) and throughout the day.

## Department for Education

“Research shows that when phonics is taught in a structured way - starting with the easiest sounds and progressing through to the most complex – it is the most effective way of teaching young children to read. It is particularly helpful for children aged 5–7. Almost all children who receive good teaching of phonics will learn the skills they need to tackle new words. They can then go on to read any kind of text fluently and confidently, and to read for enjoyment.”

## Teachers’ Standards

“Demonstrate good subject and curriculum knowledge: “ if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics”

## Organisation

Phonic activities are part of the daily on-going Nursery provision with additional sessions for groups/individuals where appropriate. In Reception, discrete whole-class phonic teaching is class based. Focused adult-led activities and well planned continuous provision provide opportunities for pupils to practice and apply their phonic skills and knowledge. In KS1, pupils are taught in year groups in class-based sessions. These sessions consist of Core Teaching and Breakaway activities to differentiate for higher and lower attaining children. These are determined by ongoing and termly assessments.

**‘What’s important is that schools take an approach that is rigorous, systematic, used with fidelity (any resources used should exactly match the Grapheme Phoneme Correspondence (GPC) progression of their chosen SSP approach), and achieves strong results for all pupils, including the most disadvantaged.’**

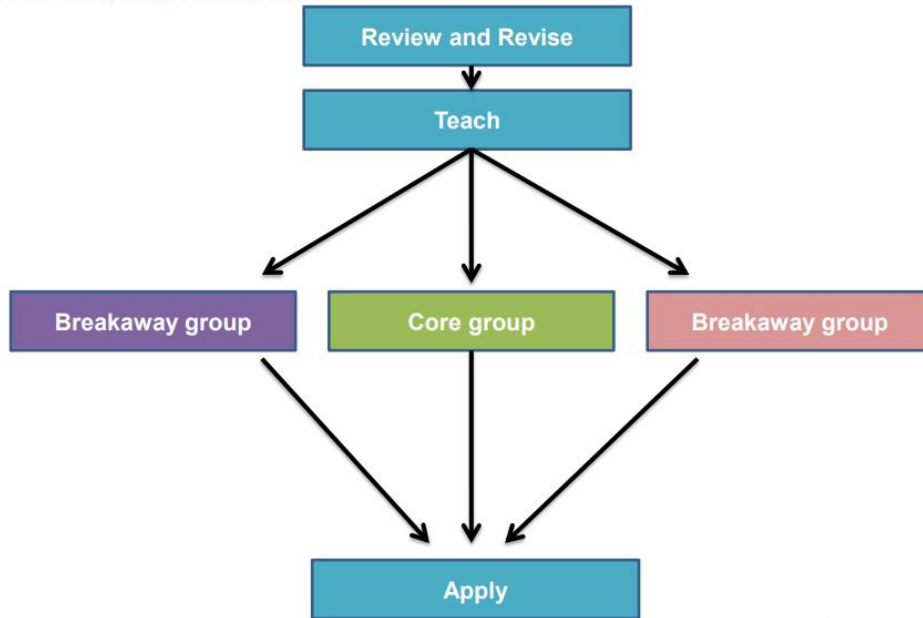
**(DfE guidance)**



# Phonics teaching 2021-2022

## Models for whole class teaching<sup>1</sup>

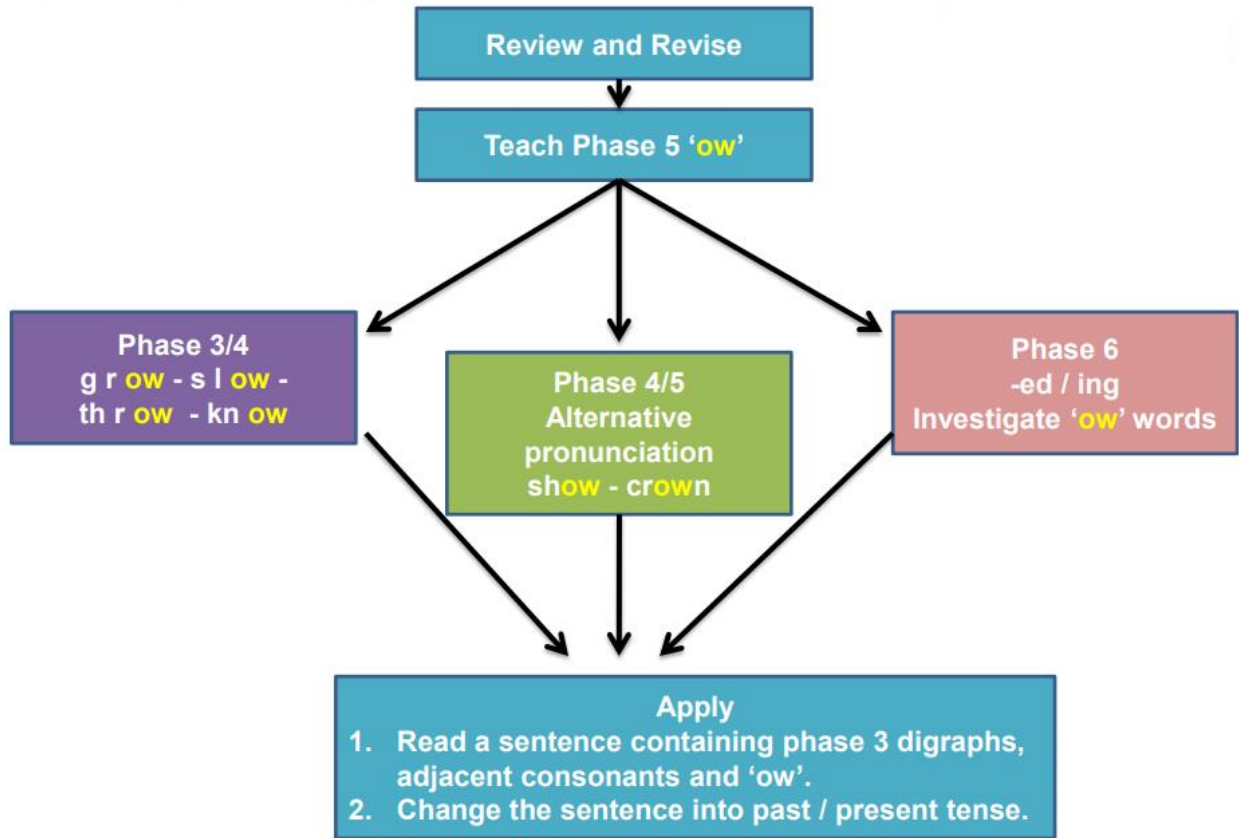
### Whole Class Phonics



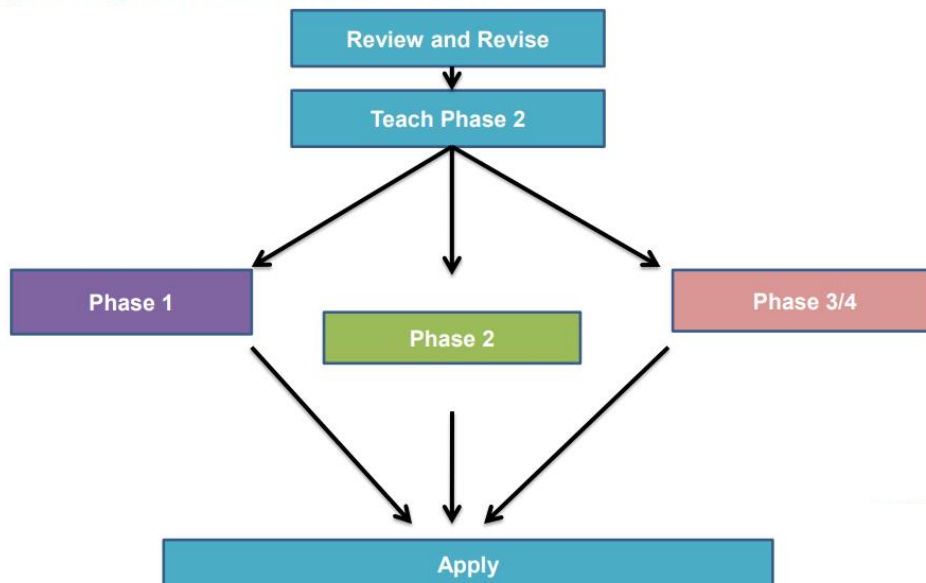


# Phonics teaching 2021-2022

## Whole Class Phonics



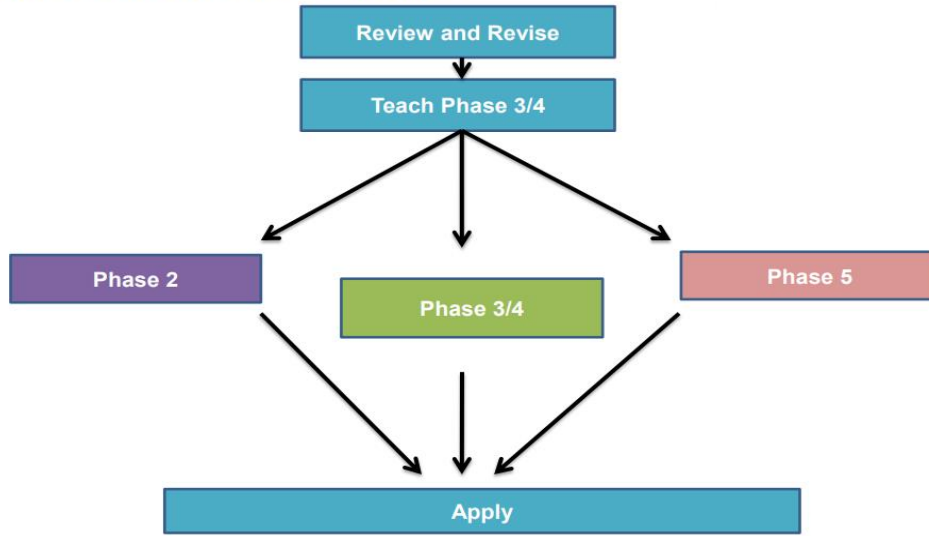
## Beginning FS Whole Class Phonics



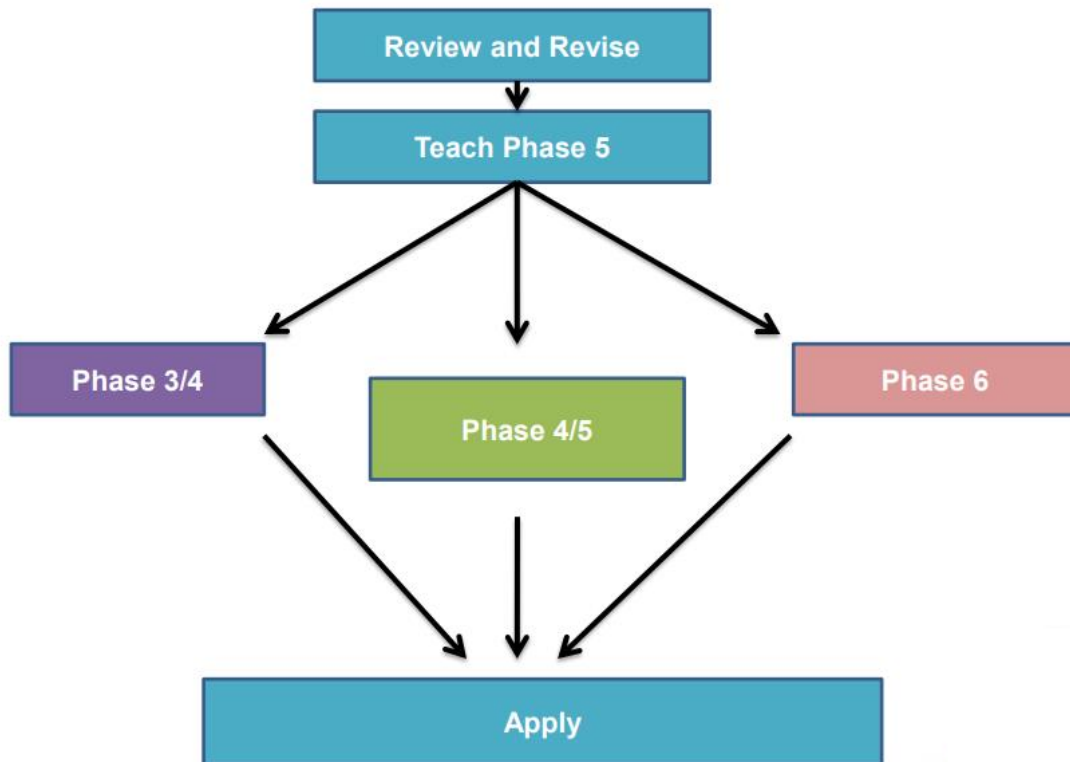


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## End FS Whole Class Phonics



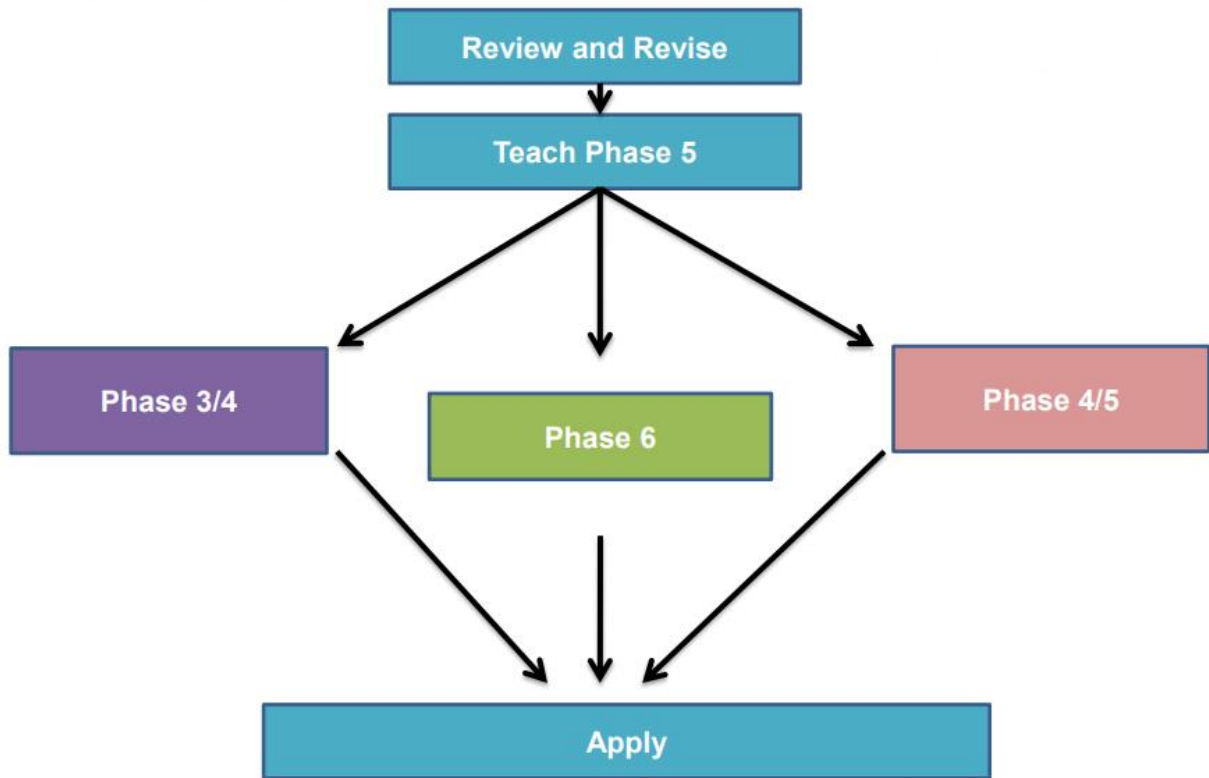
## Yr 1 Whole Class Phonics





**Phonics teaching**  
**2021-2022**

**Yr 2 Whole Class Phonics**



**An example timetable of adult supported and independent groups**

	<b>Teacher</b>	<b>Independent</b>	<b>LSA</b>
Monday	core	breakaway +	breakaway -
Tuesday	breakaway -	core	breakaway +
Wednesday	breakaway +	breakaway -	core
Thursday	core	breakaway +	breakaway -
Friday	breakaway -	core	breakaway +



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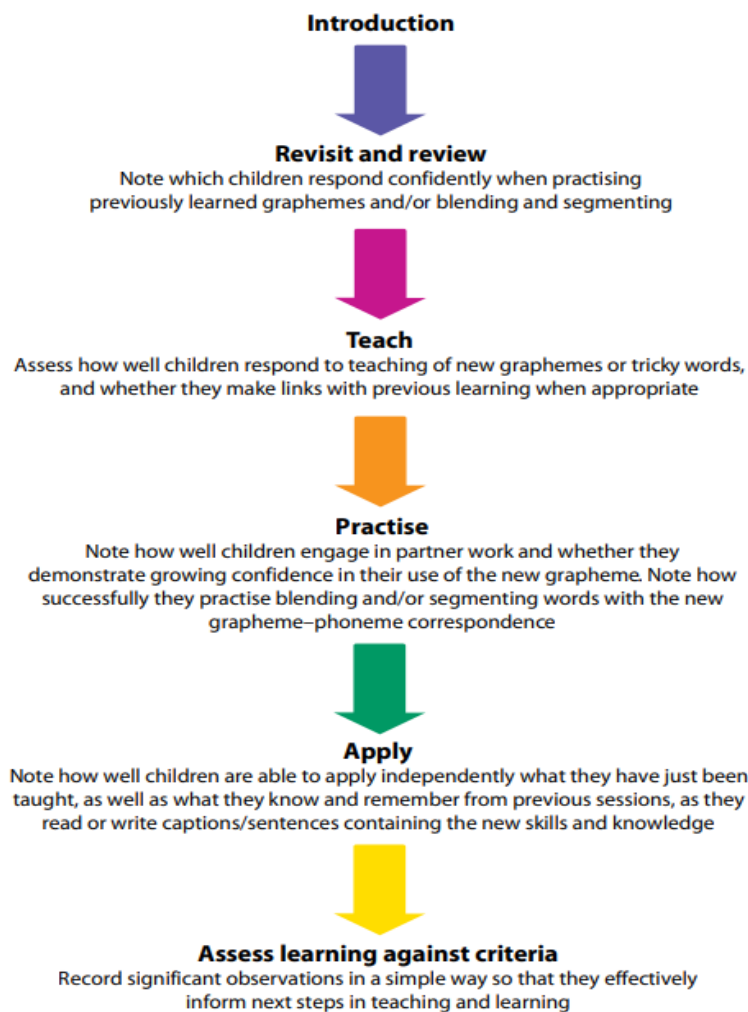
2021-2022

## Planning for Effective Phonics Lessons

To ensure a systematic approach, all year groups follow **Phonic Bug**. Teachers have access to online planning and resources, including ebooks and interactive whiteboard resources. Teachers also have access to a set of plans which were developed alongside the Phonic Bug Programme to incorporate a range of games and activities which do not use the interactive whiteboard. This is to allow teachers the flexibility of approaches, whilst following the same programme. Teachers can adapt activities which best suit their class.

Phonics lessons must follow the recommended format of:

### Revisit and Review - Teach - Practise - Apply - Assess and Review



### Non-negotiables:

All lessons should follow DfE guidance and include the following to ensure good teaching and learning:

- Phonic Bug is our Systematic Synthetic Phonics Programme and is used for whole group sessions via the interactive whiteboard
  - Whole group sessions can still be differentiated via questioning, use of practical resources etc.
- Use phonics as the prime approach for tackling unfamiliar words
- Engage all children and be fully participatory
  - Demonstrate correct enunciation of phonemes
  - Include both blending and segmenting
  - Be multi-sensory but tightly focused on the learning goal
  - Ensure that all children can hear/see the teaching input
  - Support progression in learning and consolidation





# Phonics teaching 2021-2022

<p style="font-size: 2em; font-weight: bold;">sprout</p> <p>● ● ● ● ●</p>	<p style="font-size: 2em; font-weight: bold;">sound</p> <p>● ● ● ● ●</p>
<p style="font-size: 2em; font-weight: bold;">loudest</p> <p>● ● ● ● ● ● ●</p>	<p style="font-size: 2em; font-weight: bold;">mountain</p> <p>● ● ● ● ● ● ●</p>

ie

like      bike      time

slime      kite      bite

When two vowels go out walking, the first one does the talking!

**Units and Timescales:**

Phase 2 Units 1-5	Phase 3 Units 6-11	Phase 4 Unit 12	Phase 5 Units 13-27	Phase 6 Units 28-30
Reception 6 weeks	Reception 10 -12 weeks	Reception/Year 1	Year 1 (Units 13-21 should be completed by May half term to ensure children are ready for phonics screening)	<b>Year 2</b> Time should be spent consolidating phase 5 at the start of Y2 before moving to Phase 6.

**Expectations:**

	December	February	June
Reception	80+% secure at Phase 2+	90+% secure at Phase 2+	80+% secure at Phase 3+
Year 1	80+% secure at Phase 4+	85+% secure at Phase 4+	85+% secure at Phase 5+
Year 2	90+% secure at Phase 5+	40% secure at Phase 6+	95+% secure at Phase 5+ 85+% secure at Phase 6

**Assessment**

Close and regular assessment of children as they learn to read is vital. Teachers should identify difficulties and provide intervention which is timely. Our quality first teaching (which follows the 'Review-Teach-Practice-Apply' cycle) provides opportunities for both formative and summative assessment. Practitioners will use on-going assessment from daily phonics lessons to identify those pupils who have not made good progress in that lesson. These pupils will be targeted for intervention/support within the same week. **Daily assessment is directly used to inform future planning.**

**GPC Trackers**

Set 6				Set 7				Set 8			
j	v	w	x	y	z	zz	qu	ch	sh	th	ng

Teachers use GPC trackers to help identify gaps in learning. This informs future planning/intervention/support. The expectation is that all pupils have ample opportunities for oral blending and segmenting. In YR,1 & 2, evidence in phonic progress will be gathered through discrete phonics sessions, reading and writing. Independent writing should be used alongside phonic assessments to



## Phonics teaching

2021-2022

inform judgements. All staff need to be aware of how to make a 'secure at' judgement. (See below)

### Book Band Trackers

September	End of Autumn 1	End of Autumn 2
	1/2	8
	4	8
	3	8
Set 3	4	9
Set 4	6	10
Set 8	9	10
	5	9

Book band trackers help teachers, not only to track progress of colour bands but of the set/unit numbers. This is particularly useful when there is slow progress across a colour band as progress is still evident via set/unit tracking. The GPC and book band trackers are useful tracking tools.

#### Assessing grapheme–phoneme correspondences – individual assessment for occasional use<sup>3</sup>

Where teachers have not been able to gather sufficient information from observations to provide a clear picture of children's achievements, or if there are concerns about a particular child, practitioners may wish to undertake a more focused adult-led assessment, such as the one described here.

### Procedure

Present the grapheme cards one at a time and ask the child to tell you what sound he or she says when he or she sees the letter or letters. Record the child's responses.

### Guidance

- Start with the graphemes from a letter group you have been using, for example s, a, t, p, i, n, then move on to another letter group. If children recognise all these single-letter graphemes, move on to simple digraphs, for example 'sh', 'th'. Stop the assessment when you judge that the child has reached the limit of his or her knowledge.
- In subsequent assessments, there is no need to go through all the graphemes again. Focus on the graphemes the child did not know, or was unsure of, in the previous assessment.
- It is most important to allow children thinking time as you are presenting the graphemes outside their context as part of the whole word. This can make it more difficult to recall the association, even for successful readers.
- If children are not having much success with this assessment, an alternative is to lay out two or three cards at a time and invite them to identify any they know and to give you the card. Use your judgement about when to finish each child's assessment.
- Children who are not able to identify any graphemes in this way could be asked to play a 'sounds game' where they select an object from a bag and identify the initial sound in the object's name. They could then try to link the initial sound to the correct grapheme from a small selection.
- Some children will persist in saying the name of the letters rather than the sound. Reassure them that this is what we call the letter – its name. Remind them that you want them to tell you the sound. It can help to get them on the right track by asking what they would say if they saw that letter at the beginning of a word. Write it down if necessary. This is very important because a child who can only name the letters is unlikely to have an understanding that letters are the way we show the sounds in our spoken language or that letters have sound values.

<sup>3</sup> [https://dera.ioe.ac.uk/2408/1/ey\\_clld\\_phon\\_assess\\_trck\\_gui.pdf](https://dera.ioe.ac.uk/2408/1/ey_clld_phon_assess_trck_gui.pdf)



# Phonics teaching

2021-2022

## Ongoing assessment

Set 11	ow	igh	air	ear	ure	er
Knows phoneme to grapheme correspondences:						
Is able to blend to read and segment to spell words using Set 11 letters. Orally Blend / Read:	town	light	chair	hear	cure	dinner
Make a phonemically plausible attempt to spell:						

Read 'tricky' words	he	she	we	me	be	was	my	you	her	they	all	are

Spell 'tricky' words	no	go	the	to	I

Our Ongoing Phonics Assessment grids enable teachers to use a set framework which shows progress in phonological awareness, including segmenting, blending, reading tricky words, spelling etc. These are updated half termly and move through KS1 with the child.

## Making secure judgements about 'secure at Phase 5

The purpose of Phase 5 is to teach alternative pronunciations for known graphemes, and teach new graphemes and their alternative pronunciations. During Phase 5, children will learn to choose the appropriate grapheme to represent phonemes and begin to build word-specific knowledge of the spelling of words. This phase should continue throughout Year 1 (approximately 30 weeks).

Children are secure at Phase 5 when they can:

- give the sound when shown any grapheme that has been taught
- write the common graphemes for any given sound
- use phonic skill and knowledge as the prime approach to reading and spelling unfamiliar words, including those that are not completely decodable
- read and spell phonically decodable two-syllable and three-syllable words.

## Gathering evidence to support judgements for 'Secure At Phase 5'

The majority of the evidence for the four bullet points above can be gathered cumulatively during the daily discrete phonics sessions, particularly during the 'revisit and review' and 'apply' sections. Teachers and practitioners should also, of course, collect additional evidence from their observations of children reading independently, for example in guided/individual reading sessions or in the book corner, or from their writing, either in guided writing sessions or in independent activities.

Observation of children's achievements in self-initiated activities will reaffirm the observations made during adult-led phonics, reading and writing sessions. Recognising that some children, particularly boys, are more likely to choose to write outside than inside, teachers and practitioners should ensure that opportunities, resources and supportive adults are always available in the outdoor learning environment.

When observing a child reading, the question the practitioner should be asking in relation to Phase 5 is: 'Is the child applying his/her phonic knowledge and skills, including knowledge of alternative pronunciations, as the prime approach to reading unfamiliar words, including those that are not completely decodable?'

When observing a child writing, the question the practitioner should be asking in relation to Phase 5 is: 'Is the child applying his/her phonic knowledge and skills in writing unfamiliar words, including those that are not fully decodable and is he/she beginning to consider correct spelling choices?'

Some spellings may be inaccurate at this stage, but children's knowledge of graphemes, along with their ability to segment, should allow them to make a good attempt at writing most of the words they wish to use.

All pupils will also be assessed termly using the agreed assessments. These will record pupils' knowledge of oral blending and segmenting, reading and writing within their phonic phase.



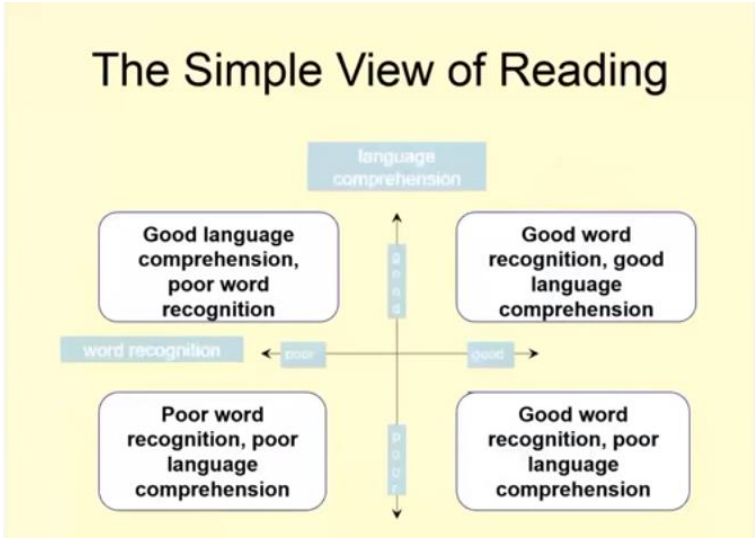
# Phonics teaching

## 2021-2022

Teachers will use on-going assessment; termly phonics assessments and independent application of learned phonemes in writing to make an overall judgement. This will be recorded in a termly tracking grid.

### **Guided reading**

Teachers will use guided reading to support the development of language comprehension and word recognition skills in line with **The Simple View of Reading**.



A range of sets of books are available for teachers to teach reading in groups. The nature of the guided reading sessions may vary and therefore so will the texts. Groups may change according to the needs of the children. Guided reading usually uses 'instructional level' texts (texts which offer challenge in terms of word recognition, vocabulary, GPCs from higher units etc.) to allow the teacher to directly focus on specific skills. Similarly, teachers may use specific texts to recap/revise/consolidate. Where children are learning to decode, there should still be opportunities to access stories/texts which offer comprehension opportunities.