

Tintagel Primary School



Phonics Policy

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This policy outlines the teaching, organisation and management of phonics at Tintagel Primary School.

Rationale

In 2006, Sir Jim Rose completed his independent review of the teaching of early reading. The Rose Report makes it clear that 'high-quality phonic work' should be taught systematically and discretely as the prime approach used in the teaching of early reading. The report provided clear recommendations on what constitutes 'high quality phonic work'.

The 'Simple View of Reading'

The Rose Report makes a number of recommendations for the teaching of early reading. It makes clear that there are two dimensions to reading - 'word recognition' and 'language comprehension'.

High-quality phonic teaching secures the crucial skills of word recognition that once mastered, enable children to decode systematically and read fluently. As children's reading fluency develops, they become able to focus on comprehending the text. The

balance between word recognition and language comprehension shifts as children acquire and secure automatic decoding skills. They therefore progress from 'learning to read' to 'reading to learn' for purpose and pleasure.

Aims

- To provide consistent, high quality daily phonics teaching, to ensure all children develop key early reading skills;
- to differentiate phonics provision, according to the needs of each pupil, to provide appropriate pitch and pace and ensure progress;
- to ensure that the teaching is systematic and progressive throughout the EYFS and KS1;
- to build on and review phonic skills and knowledge as children progress onto further aspects of spelling and reading application as stated within the National Curriculum for KS1 and KS2;
- to ensure continuity of learning so all children secure the skills of word recognition and decoding which develop reading fluency and move to focus on comprehension within texts.

Emergent readers should be taught...

- Grapheme-phoneme correspondences (GPCs) in a clearly defined, incremental sequence;

- to accomplish the skill of blending (Read the Word) phonemes in the order in which they occur, all through a word, to read it;
- to accomplish the skill of segmenting (Fred Talk) words into their constituent phonemes to spell;
- that blending and segmenting are reversible processes.

High-quality phonic work will be most effective when...

- It is part of a broad and rich curriculum that engages children in a range of activities and experiences to develop their speaking and listening skills and phonological awareness;
- it is multi-sensory, encompassing simultaneous visual, auditory and kinaesthetic activities to enliven core learning;
- it is time-limited, such that the great majority of children should be confident readers by the end of KSI;
- it is systematic, following a carefully planned programme, reviewing and building on previous learning to secure children's progress;
- it is taught discretely and daily with consistent pitch and pace;
- there are opportunities to reinforce and apply acquired phonic knowledge and skills within English and across the wider curriculum
- children's progress is routinely assessed and monitored.

Phonics should be
FAST, FUN and SYSTEMATIC

Tintagel Phonics Programme

The teaching of Phonics will follow the teaching sequence set out in the Read Write Inc. (RWI) Phonics Programme - Speed Sounds Lesson Plans, supported by a variety of resources.

How is Read Write Inc. Phonics structured?

Assessment

Children across Foundation, Y1 and Y2 are individually assessed and grouped according to their phonic knowledge, using the RWI assessment proforma. They are taught in streamed groups by one trained RWI teacher every day, to optimise rate of progress. Children are assessed at the end of a teaching sequence or if not, half-termly, and re-grouped accordingly for the next stage.

Assessment data is recorded and tracked by the Early Reading Leader and kept up to date on the school's network.

Set 1 Phonics

This phase is taught from the beginning of Year R up until the Summer Term. Children that need longer to progress within this phase, will be grouped accordingly and intervention will be provided as appropriate.

Set 2 Phonics

This phase is taught in the Summer Term of Foundation.

Set 3 Phonics

This phase is split into two parts. Part one is Set 3 for Reading. This takes place during the Autumn and Spring term of Year 1. When Part 1 is complete, children begin Part 2: Set 3 for Spelling. This is the final phase of the Read Write Inc. Phonics programme and continues until the end of the Autumn term in Year 2.

Levelled Progression

Ongoing assessment and adjustment of groups ensure every child makes the best possible progress. Children that need longer to progress within a phase, will be grouped accordingly and intervention will be provided as appropriate. All Children remain in a phonics group and/or intervention until they complete the programme.

We currently have four phonics groups that are taught by teachers and teaching assistants. All of these teachers have attended 2-day

Read Write Inc. training. All of these teaching assistants are booked in to receive the same training, as well as the English Lead, additional Class Teachers and Teaching Assistants.

The Early Years Foundation Stage

The children in Year R will have daily discrete phonics teaching for approximately twenty minutes. There should also be continuous provision and enhanced activities within the all environments, available for children to explore independently throughout the day.

By the end of Foundation Stage children are expected to reach the ELG for Literacy:

Literacy: Reading

Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

Literacy: Writing

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly, and others are phonetically

plausible.

Year 1

Children will continue to receive daily discrete phonics teaching for approximately twenty minutes. Opportunities within the wider curriculum to review and apply phonic skills and knowledge, supported by displays and available resources within the learning environment.

Year 1 Phonics Screening Check

In June of Year 1, children will undertake the Year 1 Phonics Screening Check statutory assessment. Pupils who do not pass the check, will re-take in Year 2. Pupils may be disapplied from taking the check, as appropriate, at the Headteacher's discretion.

Year 2

Children will continue to receive daily discrete phonics teaching for approximately twenty minutes, until the end of the Autumn Term.

Transition

Year 2 children who are reading below the expected standard for Year 2, will continue with daily discrete phonic teaching, either in a group or by intervention, until they have completed the programme.

KS2

Children who have not completed the programme or who are still not achieving the expected standard for Year 2 in reading, will be given the opportunity to continue accessing the programme or another Read Write Inc. intervention programme, as appropriate, to ensure the gap closes and progress is made.

SEN

Children on the school's SEN register will access phonics provision as appropriate, in line with their individual provision map and supported by the SENDCo.

Entry to the school during a school year...

Children who are reading below the expected standard for Year 2 are assessed sheet and placed into their 'best fit' group. Intervention will be provided as appropriate.

Planning

Read Write Inc. Phonics planning is written weekly and resources organised by class teachers in Class 1 and Class 2, as well as the Early Reading Lead Practitioner. Each group has its own planning and resource tray that is kept in the central Phonics store, located in the Library.

Learning Environments

Read Write Inc. teaching areas will all have the following displayed:

- Simple Speed Sounds Poster (Foundation classroom; Set 1 and Set 2 teaching areas);
- Complex Speed Sounds Poster (KS1 and KS2 classrooms; Set 3 teaching areas)
- flip chart with current Speed Sounds, Green Words, Red Words and Alien Words displayed.

Children will need these visual aids available in all of their learning environments at all times.

Teaching Groups

Read Write Inc. teaching groups will all have the following resources available:

- Fred frog
- Pupil workbook, pencil and highlighter
- Carpet area
- Seating area
- Daily planning

Resources

Resources are shared and kept in a central store cupboard, located in the Library.

Responsibility

The Senior Head Teacher has broad responsibility for implementing this policy. The provision is coordinated by the Early Reading Lead Practitioner. The role of the Early Reading Lead Practitioner includes leading by example, coordinating intervention provision, in-service training, resourcing, monitoring provision and reporting progress and attainment.

Terminology (including those specific to the Read Write Inc. Phonics Programme)

Word/Phrase	Meaning
Phoneme	<p>The smallest unit of sound.</p> <p>There are approximately 44 phonemes in English (depending on accent).</p> <p>Phonemes are put together to make words.</p> <p>For example, there are three phonemes in the word sit s/i/t. If you change the phoneme 's' for 'f', the word becomes fit. If you change the phoneme 't' for a 'sh', the word becomes, fish.</p>
Digraph	<p>Two letters, making one sound.</p> <p>A consonant digraph contains two consonants, for example: sh ck th ll</p> <p>A vowel digraph contains at least one vowel, for example: ai ee ar oy</p>

Trigraph	Three letters making one sound, for example: igh dge air are
Segmenting/Fred Talk	<p>Segmenting is identifying the individual sounds in a spoken word, for example, 'him' = h - i - m. It is also used when writing down letters for each sound to form a word.</p> <p>In Read Write Inc. Phonics, we refer to segmenting as 'Fred Talk'. Fred is a frog puppet who says, reads and spells words in pure sounds; but he cannot read words so he needs our help. We can say the sounds and push them together to 'Read the Word'.</p>
Blending/Read the Word	<p>Blending in Phonics (also known as visual blending), is the ability to string together the sounds that each letter stands for in a word.</p> <p>In Read Write Inc. Phonics, we refer to blending as 'Read the Word'.</p>
Grapheme/s	<p>One letter or a group of letters used to write one sound.</p> <p>For example, the sound 'f' can be written with the grapheme/s f (fun) or ff (huff).</p>
Split digraph/Special Friends	A digraph in which the two letters making the sound are not adjacent, for example, a-e in make.

	<p>We teach children to learn to recognise these as 'Special Friends'. They are two letters that work as a team, but they don't sit next to each other (because they keep talking!).</p>
Fred Fingers	<p>Fred Fingers is the early spelling strategy we teach children to use to spell words using their phonic knowledge. Children use their fingers to break down words into their individual sounds to assist spelling. When children look at their own fingers, it allows them to visualise each sound of the word on a single finger.</p>
Green Words	<p>Green Words are words the children need to be able to read using Fred Talk. Fred frog cannot read words so he needs our help. We can say the sounds and push them together to 'Read the Word'.</p>
Red Words	<p>Red Words can be referred to as tricky words. These are words that cannot be sounded out because as they do not follow phonetic rules of the English Language.</p> <p>To practice spelling Red Words, say the letters as you write them, NOT the sounds (since they cannot be sounded out).</p>
Pure Sounds	<p>Phonics teaches children to listen to and identify the sounds that make up words. This helps them to</p>

	read and write words. Pronouncing each letter sound clearly and distinctly without adding additional sounds to the end is saying the 'Pure Sound'. For example, the sound 'm' is pronounced 'mmmm' and not 'muh' or 'em'.
'Bouncy' and 'Stretchy' Sounds	In Read Write Inc. Phonics, we think of each of the sounds we say as either 'bouncy' (short sounds) or 'stretchy' (long sounds).

Bouncy Sounds (Set 1)

a - a-a-a apple (say sound from back of throat with mouth slightly opened) - *Round the apple, down the leaf*

e - e-e-e egg (say sound from back of throat with open, upwards mouth) - *Lift off the top and scoop out the egg*

i - i-i-i insect (see 'a' above) - *Down his body, and dot for his head*

o - o-o-o orange (mouth opened to small round shape) - *All around the orange*

u - u-u-u umbrella (see 'a' above) - *Down and under, up to the top and draw the puddle*

t - t-t-t tower (tick tongue behind the teeth - unvoiced) - *Down the tower, across the tower*

p - p-p-p pirate (make distinctive p with lips - unvoiced) - Down the plait, up and over the pirate's face

k - k-k-k kangaroo (make sharp click at back of throat) - Down the kangaroo's body, tail and leg

c - c-c-c caterpillar (as above) - Curl round the caterpillar

h - h-h-h horse (say h as you breathe sharply out - unvoiced) - Down the horse's head to his hooves and up over his back

ch - The caterpillar's hairs make the horse sneeze ch-ch-ch (make a short sneezing sound) - Curl round the caterpillar, then down the horse's head, to his hooves and up over his back

x - x-x-x exercise (say a sharp c and add s - unvoiced) - Cross down the arm and leg and cross the other way

You might find it harder to avoid saying uh at the end of these bouncy sounds.

b - b-b-b boot (make a short, strong b with lips) - Down to the heel, up and over the toe

d - d-d-d dinosaur (tap tongue behind the teeth) - Round the dinosaur's bottom, up his tall neck and down to his feet

g - g-g-g girl (make soft sound in throat) - Round the girl's face, down her hair and give her a curl

j - j-j-j Jack-in-the-box (push lips forward) - Down his body, curl and dot

qu - qu-qu-qu queen (keep lips pursed as you say cw-unvoiced) - Round the queen's head, up to her crown, down her hair and curl

w - w-w-w worm (keep lips tightly pursed) - Down, up, down, up the worm

y - y-y-y yak (keep edges of tongue against teeth) - Down a horn, up a horn and under the yak's head

Stretchy Sounds (Set 1)

f - ffffflower (keep teeth on bottom lip and force air out sharply - unvoiced) - Down the stem and draw the leaves

l - lllleg (keep pointed curled tongue behind teeth) - Down the long leg

m - mmmmmountain (keep lips pressed together hard) - Maisie, mountain, mountain

n - nnnnnnet (keep tongue behind teeth) - Down Nobby, up, over his net

ng - thinnnnngg on a strinnnnngg (curl your tongue at the back of your throat) - Down nobby, up, over his net then round the girl's face, down her hair and give her a curl

nk - I think I stink (i.e 'nk' in oink) - Down nobby, up, over his net then down the kangaroo's body, tail and leg

r - rrrrrrobot (say rrr as if you are growling) - Down the robot, up and over his arm

s - ssssssnake (keep teeth together and hiss - unvoiced) - Slither down the snake

sh - shhhh said the horse to the hissing snake (shhh noise as in 'be quiet!') - Slide down the snake, then down the horse's head to the hooves and over his back

th - thhhhank you (stick out tongue and breathe out sharply) - Down the tower, across the tower, then down the horse's head to the hooves and up over his back

v - vvvvvulture (keep teeth on bottom lip and force air out gently)
- Down a wing, up a wing

z - zzzzzzip (keep teeth together and make a buzzing sound) - Zig-zag-zig

As children progress through the programme, they will continue to distinguish each new sound as either bouncy or stretchy.

Associated policies:

SEND Policy

English Policy

EYFS Policy

This policy has been prepared by the Early Reading Leader in May 2020.