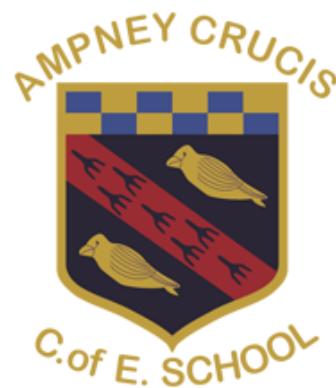


Ampney Crucis C of E Primary School



Phonics Policy

Together we live, learn and flourish

Approved by

Date: 20 Oct 2024

The Governing Body:

Next review due by:

Date: Sept 2025

1. Intent:

Why we teach phonics:

Teaching children to read is an essential part of their learning journey and here at Ampney Crucis our children love reading!

Reading is a skill that helps to develop vocabulary and improve understanding of words. In synthetic phonics lessons, children learn the relationship between letters and sounds. Teaching them to recognise the sounds each letter makes and how to put them together, enables them to read. It also helps with spelling as they learn how to break up words into sounds, in order to spell them. The idea that surrounds synthetic phonics is that once they are comfortable with the letters and sounds that make up words, children should even be able to read 'nonsense' words that don't actually exist in the English language.

At Ampney Crucis, we teach systematic synthetic phonics using the Validated Twinkl programme.

Our Aims:

- To establish high expectations for all.
- 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 (by following the Twinkl programme) is the first approach pupils are taught to when 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.
- To ensure children are encouraged and supported to apply their phonic knowledge in their reading and writing across the whole curriculum.
- To nurture a love of reading and enable children to read 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.

Implementation:

What is Phonics?

Phonics is a way of teaching children how to read and write. It helps children hear, identify and use different sounds that distinguish one word from another in the English language. The Department of Education establishes the core criteria for effective systematic synthetic phonics teaching programmes. Using phonics programmes, children are taught to read and write using phonics, which is by directly linking phonemes (sounds in words) and graphemes (the symbols used to represent them).

In the UK, phonics for children is an important feature of the curriculum. Children learn phonics through a curriculum scheme such as Twinkl Phonics. Phonics is considered the best way to teach children to read.

How We Deliver Our Phonics Teaching

We use Twinkl Phonics as our systematic, synthetic phonics programme (SSP). It is high quality and robust in its purpose. With a clear, structured progression through the programme, it allows all of our pupils to meet or exceed the expected standard.

The Twinkl Phonics Programme is split into 6 levels:

Level 1:

Level 1 (Phase 1) is consolidated in the first few weeks of Reception and throughout the year during carpet times and music sessions. It focusses on the key skills which children need to prepare them to read and write. Aspects include listening for and identifying sounds, rhythm and rhyme and syllables.

Level 2:

Level 2 introduces children to the first group of letter sounds (and common exception words). These are the sounds made by single letters, most commonly seen in words. By the end of this level, children have the knowledge and skills they need to read and write short words and phrases, e.g. I can tip.

Level 3:

During Level 3 children are taught the less common single letter sounds and introduced to the first group of digraphs and trigraphs (e.g. ee and igh), along with the next group of common exception words. By the end of this level, children are able to read more complex words containing digraphs within sentences, e.g. The fox can see the sheep.

Level 4:

The teaching within Level 4 concentrates on showing the children how to apply their phonics knowledge from Levels 2 and 3 to blend and segment words with more complex structures, e.g. CCVC (stop), CCCVC (strap). By the end of the level, children are therefore able to read and write more complex sentences.

Level 5:

During Level 5 children are introduced to the idea that the same sound can be recorded in more than one way, e.g. /ie/ made by 'ie', 'i-e,' 'igh' and 'y.' They are also taught that some of the graphemes they have already learnt can make more than one sound, e.g. c can go /c/ as in cat and /s/ as in city. By the end of this level, children will be able to apply what they have learnt to blend and segment new unfamiliar words within a text. They will be reading and spelling with increased fluency.

Level 6:

This level introduces spelling patterns and grammar rules which children need, to gain a deeper understanding of word and sentence structures, providing the foundations for fluency in their writing and greater understanding when reading.

Teaching overviews:

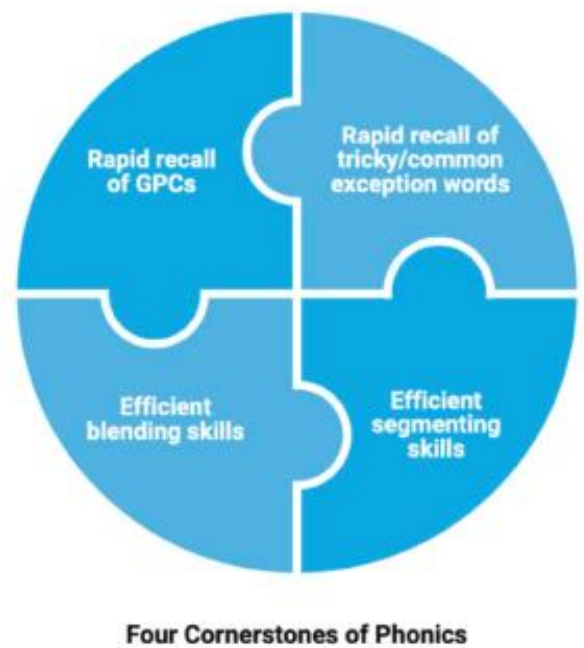
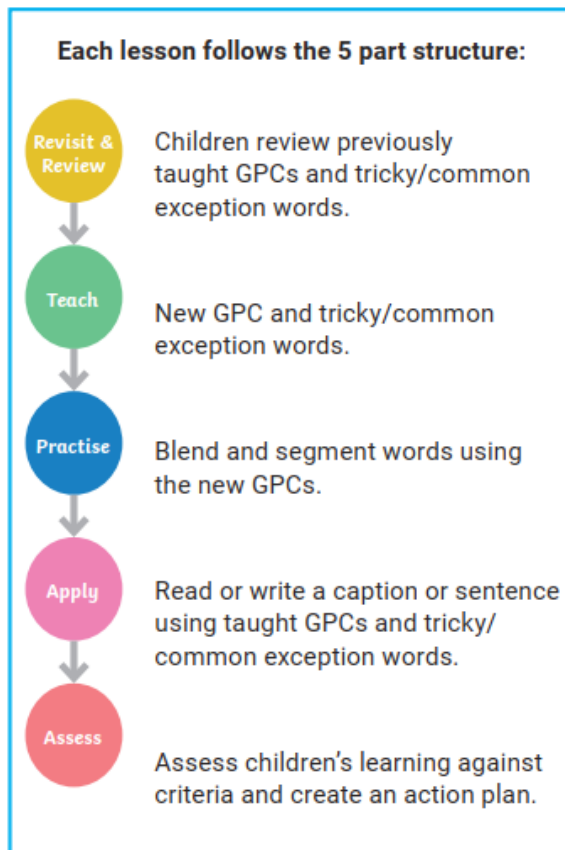
Reception:		
Ongoing Level 1	Autumn 1	Level 2: 2a, 2b
	Autumn 2	Level 2: 2c (consolidation)
	Spring 1	Level 3: 3a, 3b
	Spring 2	Level 3: 3c (consolidation)
	Summer 1	Level 4: 4a, 4b, 4c
	Summer 2	Consolidation of Level 3 & 4

Year 1:	
Autumn 1	Level 5: 5a
Autumn 2	Level 5: 5b
Spring 1	Level 5: 5b
Spring 2	Level 5: 5c
Summer 1	Consolidation of Level 5
Summer 2	

Year 2:	
Autumn 1	Level 6: 6a
Autumn 2	Level 6: 6a & 6b
Spring 1	Level 6: 6b
Spring 2	Level 6: 6c
Summer 1	Level 6: 6c
Summer 2	Consolidation of Level 6

The Twinkl Phonics approach combines rigorous progression with engaging learning materials. We believe that children learn best when they are enjoying their learning and 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.

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 GPCs and tricky/common exception words; each day, they will experience blending and segmenting activities to allow regular practice of these core skills



Stories are used to provide a stimulus and context for phonics teaching in our Twinkl Phonics lessons. The story content also integrates games to practise the skills taught.

As part of our wider SSP provision, there are also follow-up activities that the children can complete independently, in pairs or in groups that relate to the day's learning.

In addition, we use actions to help the children remember phonemes; this kinaesthetic, visual and auditory approach helps the children to retain the phonemes and supports children with SEND. Decodable reading books are sent home weekly, matched to the children's phonic level through the use of Twinkl's Rhino Readers. In addition to the Rhino Readers, children are also sent home with an additional matched phonic level book and a library book of their choice. At Ampney Crucis we use both individual and guided reading to teach reading alongside phonics. We also use a mix of eBooks and physical books.

In conjunction with the teaching of phonics, we also give our children phonics-based activities to take home at the appropriate level. These include parent information sheets, home learning booklets and spelling bookmarks. This helps to consolidate what has been taught in school and encourages a cohesive whole-school approach.

Timetabling/Structure

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 an hour 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 20-minute intervention session, delivered using the Twinkl Phonics Decoders interventions.

Children will be regularly assessed to ensure they are receiving phonics teaching at the correct level.

Key Stage 2

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 Decoders 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:

Assessment

Assessing in Reception & KS1

In reception, year 1 and year 2, children will be assessed on their knowledge of GPCs and tricky/common exception words each half-term, to establish their phonic level. Blending and segmenting assessments will also be carried out to ensure that children have the skills securely in place for reading and spelling.

Recording and Reporting

Recording and reporting will provide opportunities for teachers, parents and children to discuss achievement (attainment and progress). Each teacher will maintain records of children's achievement and regular pupil progress meetings will be held with the Headteacher to identify children who may need additional support. The child's progress will be discussed with parents/carers at Parent Evening meetings and a written report for parents is provided for each child at the end of the school year.

Staff are always available to talk to parents regarding their child's performance in this subject should the need arise at other times during the year.

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 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 to assess for additional needs.

Home Learning Expectations

Parental involvement is key in the acquisition of phonics and supports us in developing a cohesive whole-school approach. A phonics / reading meeting for each reception, KS1 and KS2 class is held for parents and carers in the autumn term. Additional workshops for parents will be held during the year. During these sessions, we will be sharing information on techniques, such as saying pure sounds and blending. We will also share support resources regularly, such as the parent information sheets, as these can help ensure that parents and carers are using the same strategies at home as the children are learning in school. Phonically decodable reading books are also sent home for parents to support their child's phonics/reading.

Rhino Readers Decodable Books

Our decodable Rhino Readers reading books make sure children are well prepared to read, containing a 'before reading' page which allows children to rehearse the grapheme-phoneme correspondences and tricky/common exception words they will meet in the text. The sound cards match the Twinkl Phonics mats, providing familiarity, and there are also blending practice activities, containing focus words with sound buttons.

The 'after reading' activities are designed to encourage discussion, recall, sequencing, comprehension and inference at a level appropriate to the text. There are also 'Rhino Challenges', with ideas for linked artwork, discussion, drama, craft, investigation - there's something for everyone to add to the experience and help children make links to their own experiences. Children will have access to these books using the Rhino Readers app and as physical books sent home daily.

Reviewing this Policy:

This policy was written by the phonics subject leader, Janet Duffey.

It was completed on 20th October 2024 and will be reviewed in September 2025.

Its implementation is seen as the responsibility of all staff. Its use and effectiveness will be supported and monitored by the phonics subject leader, on behalf of the head teacher and governors.