

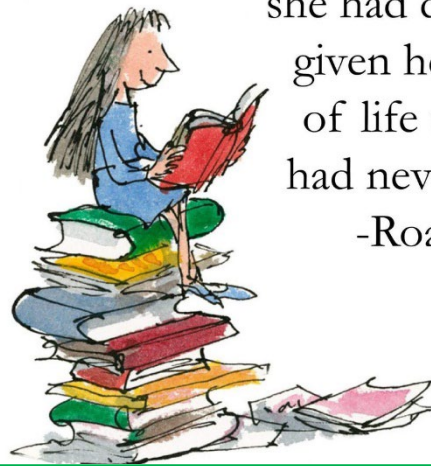
Lanchester Endowed Parochial Primary School



Phonics Policy September 2020

I THINK IT'S THE BOOKS
THAT YOU READ WHEN YOU'RE
YOUNG THAT LIVE WITH YOU
FOREVER.

- J.K. ROWLING



“All the reading
she had done had
given her a view
of life that they
had never seen.”

-Roald Dahl,
Matilda

Curriculum Intent

At Lanchester EP Primary School, our curriculum is the means by which we instil and inspire in pupils a curiosity and fascination about their world that will remain with them and prepare them for the rest of their lives, in the context of our Christian values and ethos. Our curriculum empowers children with the knowledge and skills that are essential to nourish both them and the society of which they are members. We want children to develop life-long academic, moral and social skills that prepare them for their future lives. Our curriculum is designed to expand our high expectations, building on firm foundations and a love of learning. We plan and deliver unique, stimulating and interesting themed learning opportunities. We believe that the true measure of successful learning is how we are able to use our creativity independently and co-operatively with others, demonstrating resilience, confidence, empathy and enjoyment.

Across our curriculum we will:

- **Instil in all learners the balance of academic and social skills needed to succeed at school and in their lives;**
- **Inspire all learners to be inquisitive and apply their skills through engaging and meaningful learning opportunities;**
- **Innovate our approaches so all learners utilise their talents, take risks and develop their individuality.**

Our curriculum is based on the September 2014 National Curriculum for Key Stages 1 & 2 and the Early Years Foundation Stage 2017 Framework in Nursery and Reception. Our rigorous, well planned thematic curriculum combined with high quality teaching ensures that children are supported to be well rounded, empathetic young people who have a genuine thirst for learning. Children develop a strong sense of moral purpose in addition to a respect for, and understanding of, people. Good mental health and wellbeing is vital for our children to develop. To that end, our curriculum is underpinned by the support we offer pupils to live healthy and fulfilled lives.

Reading & Phonics

Our high-quality English curriculum will teach pupils to speak, read and write fluently so that they can communicate their ideas and emotions to others. We believe that the skills of language are essential to participating fully as a member of society; our pupils, therefore, will not be deprived of fulfilling their potential because they do not learn to speak, read and write fluently and confidently. English underpins our vision for all other achievement. Through reading in particular, our pupils will develop culturally, emotionally, intellectually, socially and spiritually. We believe literature plays a key role in such development. Through Reading pupils will be able to utilise ideas in their writing. Our English curriculum builds from Reading into writing.

Recent research by the National Literacy Trust suggests that children and young people's levels of reading enjoyment and daily reading continue to decline. "We have seen a particularly stark decrease in daily reading, which is now at its lowest level since we started reporting it in 2005. Reading enjoyment has particularly decreased for boys, children aged 9 to 11, and those who don't receive free school meals (National Literacy Trust 2020.)

Phonics Intent

At Lanchester EP Primary School, we are passionate about ensuring all children become confident and enthusiastic readers and writers. We believe that phonics provides the foundations of learning to make the development into fluent reading and writing easier. Through phonics children learn to segment words to support their spelling ability and blend sounds to read words. The teaching of phonics is of high priority.

Implementation. Attainment in phonics is measured by the Phonics Screening Test at the end of Year 1. Developing reading skills in tandem with those of writing, so that they may function in society as literate adults and readers for life.

Phonics Implementation

At Lanchester EP Primary School we have developed a bespoke approach to teaching phonics, using the Department of Education approved document 'Letters and Sounds' and 'Read, Write, Inc.' for our teaching of phonics. This allows our phonics teaching and learning to be progressive from our Nursery.

There are six phases within the Letters and Sounds programme: –

Phase 1 – Activities are divided into seven aspects. Environmental Sounds, Instrumental Sounds, Body Sounds, Rhythm and Rhyme, Alliteration, Voice Sounds and finally Oral Blending and Segmenting.

Phase 2 – Learning 19 letters of the alphabet and one sound for each. Blending sounds together to make words. Segmenting sounds into their separate sounds. Beginning to read simple captions.

Phase 3 – The remaining 7 letters of the alphabet, one sound for each. Graphemes such as “ch”, “oo” and “th” representing the remaining phonemes not covered by single letters. Reading captions, sentences and questions. On completion of this phase, children will have learnt the “simple code”, i.e. one grapheme for each phoneme in the English language.

Phase 4 – No new grapheme-phoneme correspondences are taught in this phase. Children learn to blend and segment longer words with adjacent consonants, e.g. swim, clap, jump.

Phase 5 – Now we move on to the “complex code”. Children learn more graphemes for the phonemes which they already know, plus different ways of pronouncing the graphemes they already know.

Phase 6 – Working on spelling, including prefixes and suffixes, doubling and dropping letters etc.

Nursery children work on Phase One phonics, which concentrates on developing their speaking and listening skills and lays the foundations for the phonic work which starts in Phase 2.

As children move into Reception they continue to build on their listening skills and are introduced to Phase 2 which marks the start of systematic phonics work. They have discrete, daily phonics sessions where they revise previous learning, are taught new graphemes/phonemes, practise together and apply what they have learnt. Through our bespoke phonics progression, the children are taught the 44 phonemes that make up all the sounds required for reading and spelling. These phonemes include those made by just

one letter and those that are made by two or more. The children are taught actions to support grapheme-phoneme correspondence. (See Appendix one)

Children work through the different phases and as they grow in confidence and experience, they are introduced to alternative ways of representing the same sound.

Phonics

Children in KS1 have reading at the heart of their English lessons to develop happy, healthy and curious learners who read confidently and independently. We have developed a bespoke approach to enable pupils practise and develop the ability to segment and blend phoneme/grapheme sounds independently. Children across Year 1 and 2 take part in daily, streamed 30-minute phonics lessons to help improve word reading, writing and comprehension skills and strategies to engage with texts. At the end of Year 1, pupils take a phonics test that consists of the set 1-3 sounds and the inclusion of pseudo words too. Those that didn't sit or failed the phonics test, have further phonics support in year 2. They are also expected to complete the phonics test in June.

Interventions

Across years 1-5, pupils are assessed in phonics. Those that are not making progress have further interventions to help them make accelerated progress in being able to blend confidently. In year 1 and 2, the assessments are completed on a termly basis.

At Lanchester EP, teaching of phonics must include:

- grapheme/phoneme (letter/sound) correspondences (the alphabetic principle) in a clearly defined, incremental sequence;
- a defined initial group of consonants and vowels, enabling children, early on, to read and spell many simple CVC words.
- highly important skill of blending (synthesising) phonemes, in order, all through a word to read it;
- the application of the skills of segmenting words into their constituent phonemes to spell; and that blending and segmenting are reversible processes.
- the introduction of a defined initial group of consonants and vowels, enabling children, early on, to read and spell many simple CVC words.

- The knowledge that phonemes should be blended, in order, from left to right, 'all through the word' for reading demonstrations of how words can be segmented into their constituent phonemes for spelling and that this is the reverse of blending
- Multi-sensory activities. They should be interesting and engaging but firmly focused on intensifying the learning associated with its phonic goal.

Impact

Assessment and Record Keeping

Through the teaching of systematic phonics, our aim is for children to become fluent readers by the end of Key Stage 1. Children can then focus on developing fluency and comprehension throughout the school.

Children's progress in phonics is regularly assessed using our phonics progress trackers.

At the end of Year 1, pupils take a phonics test that consists of the set 1-3 sounds and the inclusion of pseudo words too. Those that didn't sit or failed the phonics test, have further phonics support in year 2. They are also expected to complete the phonics test in June.

Specific intervention strategies are put into place to support children who have not made the expected progress.

Equal Opportunities

Provision is made for all children regardless of ability, disability, additional needs, medical conditions, gender, faith or ethnicity and reasonable adjustments are made in a range of ways. All children have a right to be treated equally and the school will take measures against those who do not abide by this ethos.

Monitoring and Evaluation

Policy and practice is monitored and evaluated on a regular basis. Monitoring may take the form of lesson observations, planning and book scrutiny, questionnaires, discussions with children or learning walks. Feedback will be given to all staff along with recommendations to inform future policy and planning.

The school leadership team have a responsibility to ensure the policy is embedded into the school provision and report to the school advocates on the effectiveness of the policy.

Date for Review: September 2021

Appendix 1

Lanchester EP Phonics Sounds – Story & Action

Reception		
	Story	Action
s	Finding a snake and watching it slither	Slither of a snake
a	Ant crawling on an apple tree	Use your hand as an ant crawling up your arm
t	Watching a tennis match	Head swivels side to side
p	Blowing out a candle	Finger in front of your lips to signal a candle
i	Mouse got ink in his whiskers	Brushing 'whisker'
n	Listening to an airplane	Arms out as a plane
m	Eating something yummy	Rub stomach
d	Playing a drum	Hitting a drum
g	Listening to water going down a drain	Hand in front mimicking water going circular down the drain
o	Turning the light off and on	Finger in the air pushing the switch
c	Listening to a dancer's castanets	Hand overhead in a 'C' to mimic castanets
k	Listening to a second dancer's castanets	s/a
ck	^^ Listening to two dancers castanets	s/a
e	Making a dish with eggs, cracking the eggs	Cracking an egg
u	Singing a song u-u-up umbrella	Putting up an umbrella
r	The dog with playing tug o war with a rag in his teeth	Bearing teeth
h	Breathing out against a window on a cold day to fog it	Hand in front of mouth, breathing out
b	Listening to the sound of a bat hitting a ball	Swinging a bat

f	At the fun fair, a grown-up who deflates the bouncy castle	Hands pushing down as deflating something
l	Eating a lemon lolly	Finger in front as licking a lolly
j	Finding jiggly jelly	Jiggling like jelly
v	Sound a van makes as it goes vroom	Hands driving a van
w	Listening to the wind blow	Pursing lips
x	Breaking glass	Arms crossed in front of chest
y	Eating yummy yoghurt	Spooning yogurt into mouth
z	Listening to buzzing bees	Hands out like little bee wings
qu	Watching some ducks (of singing 5 Little Ducks)	Fingertips to thumb making duck bill quacking
sh	Telling someone to be quiet because of a baby	Finger to lips
th	Rude child sticking his tongue out	Tongue out
ch	Listening to a train chugging on the track	Arms making circular motions at side like a train
ng	'I am strong	Lifting a barbell
nk	An animal that runs into a skunk and says 'I think you stink'	Pinching nose
ai	'snail in the rain'	Showing rain coming down with fingers
ee	Using binoculars "Eee, what do you see"	Hands up as binoculars
igh	Bats coming out at night are "high in the night"	Hands 'flying' up high, thumb and pinkie extended
oa	On a cold day and saw "goat wore a coat"	Pull on a coat
oo	"poo at the zoo"	Wrinkle your nose
oo	"look in a book"	Open hands like a book
ar	"start the car"	Turn keys in car
or	"sort the forks"	Motion sorting items into piles

ur	‘nurse’s purse’	Carrying a bag
ow	‘brown cow’	Two fingers coming out from the temple like horns
oi	‘drop coins in a the toilet’	Fingers dropping a coin
er	‘never ever’	Shake finger
air	“my hair in the air”	Flick hand through hair
ear	‘hear with your ear’	Point to ear
ure	‘sure of the cure’	Jab in your arm

Lanchester EP Phonics Sounds – Story & Action

Year 1		
	Story	Action
wh	‘what a whirlwind’	Finger making a whirling motion
ph	‘take a photo on your phone’	Holding up a camera/phone
Long /a/ sound	a_e	‘bake a cake’
	ay	“ay, what did you say?”
	eigh	‘what does it weigh’
	ey	Prey, obey, they, grey
	a	Acorn, apron
Long /e/ sound	e_e	‘athlete’s compete’
	ea	‘drink your tea’
	ie	‘the chief ran after the thief’
	ey	‘the monkey ate the honey’
	y	happy, sunny
Long /i/ sound	i_e	‘nice smile’
	ie	‘his tie fell in the pie’
	y	cry, fly, dry
	i	mild, pilot
Long /o/ sound	o_e	‘phone home’
	ow	“blow the snow”
	oe	‘oh, my toe’
	o	old, roll
o u	u_e	‘huge brute’

	ew	‘chew the stew’	Chewing motion
	ue	‘get a tissue’	Fingers on nose, shaking head as if blowing nose
	ui	‘put on your fruit suit’	Thumbs up down the lapels of a suit
	ou	group, wound	
aw		‘saw you yawn’	Yawn
au		‘launch the rocket’	Hands together, up to space
al		coral, pedal, metal	Pedal with your hands
ir		“the girl will twirl her skirt”	Hands out as spinning in a skirt
ea		head, bread	Pat head
ou		“shout it out”	Cup hand to mouth
oy		“give the boy a toy”	Handing a toy to someone
are		‘the hare was bare’	Bunny ears with your fingers
ear		bear, pear	Make claws with your hands
ere		there	Point there
ere		here	Point here
eer		deer	

Lanchester EP Phonics Sounds – Story & Action

Year 2		
	Story	Action
-ch-	as a /k/ echo, chaos	
-ch-	as a /sh/ chef, chute	
ci, ce, cy	city, ceiling, cycle	
gi, ge, gy	giraffe, gym, gem	
wr-	wreck	
kn-	knight	
gn-	gnat	
-le	bubble	
-el	angel	
-mb	lamb	
-tch	catch	
-cial	social	
-cious/- tious	‘the cake is delicious’, ‘the tomato is nutritious’	
-sion/- ssion	allusion, permission	
-cian/- tion	magician, animation	
-gde	badge	
-stl	castle	
augh	laugh	

ough	taught	
-a-	with w- or qu- wasp, quality	
-our	armour, valour	
-oul-	mould	
-ore	more, lore	
-y-	gym, myth	