



LINCOLN ANGLICAN
ACADEMY TRUST
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Phonics Policy

Edenham C of E Primary School

Church schools serving their communities through excellence, exploration and encouragement within the love of God.

The diocese of Lincoln is called to faithful worship, confident discipleship and joyful service and our church schools bear witness to our belief that every child is made in the image of God and loved by Him. They were founded for the good of their local communities so that children can be educated through the values and stories of Christianity.

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Excellence Exploration Encouragement

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Aim

The aim of the phonics programme is to ensure that by the end of Key Stage 1 children develop fluent word reading skills and have good foundations in spelling. It is to enable all pupils to enter Year 2 having successfully completed phases 1 -5 of the 6-phase phonics programme.

Phonics Programme

All children in the Reception and Year 1 & 2 classes receive a daily phonics lesson. It is expected that most pupils will complete phases 1-5 during the Reception and Year 1 classes. Phase 1 of the programme concentrates on activities to promote speaking and listening skills, phonological awareness and oral blending and segmenting. Phases 2 – 6 focus on high quality phonic work, providing advice and activities. The breakdown of the phases is as follows:

Phase 1

Phase 1 falls largely within the communication, language and literacy area of learning in the Early Years Foundation Stage. Children will have experienced many activities within phase 1 if they attended a pre-school or nursery setting. At Edenham, we continue with phase 1 during the first half of the Autumn term. Phase 1 covers the following aspects:

- Environmental sounds
- Instrumental sounds
- Body percussion
- Rhythm and rhyme
- Alliteration
- Voice sounds
- Oral blending and segmenting
- These aspects are designed to help children:
- Listen attentively
- Enlarge their vocabulary
- Speak confidently
- Discriminate phonemes
- Reproduce audibly the phonemes they hear, in order, all through the word
- Use sound-talk to segment words into phonemes.

Phase 2

At Edenham School we aim to begin this phase in Reception after October half-term. This phase can last up to 6 weeks, longer if necessary. The purpose of this phase is to teach at least 19 letters and move children on from oral blending and segmenting with letters. By the end of the phase many children should be able to read some VC (vowel consonant) and CVC (consonant vowel consonant) words and to spell them either using magnetic letters or by writing them. During the phase they will be introduced to reading 2-syllable words and simple captions. They will also learn to read some high-frequency 'tricky' words: the, to, go, no.

Letter progression:

- 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

Phase 3

Most children will move on to phase 3 in the Spring term in Reception. This phase can last up to 12 weeks. Any child who is not secure at phase 2 will consolidate this phase before moving on to phase 3 later in the year.

The purpose of phase 3 is to teach another 25 graphemes (written letter sounds), most of them comprising two letters (e.g. oa), so that the children can represent each of about 42 phonemes (oral letter sound) by a grapheme. Children also continue to practise CVC blending and segmenting to reading and spelling simple 2-syllable words and captions. They will learn letter names during this phase, learn to read more tricky words and also begin to learn to spell some of these words.

Letter progression:

- Set 6: j v w x
- Set 7: y z, zz qu

Graphemes taught:

- ch sh th ng
- ai ee igh oa
- oo ar or ur
- ow oi er ur
- ear air ure

Tricky words taught:

He, me, she, we, be, was, my, you, her, they, all, are

Phase 5

Phase 5 is taught throughout year 1 with some children recapping earlier phases if they were not secure. The purpose of this phase is for the children to broaden their knowledge of graphemes and phonemes for use in reading and spelling. They will learn new graphemes and alternative pronunciations for these and the graphemes that they already know, where relevant.

Graphemes taught:

- ay ou ie ea
- oy ir ue aw
- wh p hew oe au
- a-e e-e i-e o-e-u-e

By the end of phase 5 children should:

- give the sound when shown any grapheme that has been taught
- for any given sound, write the common graphemes
- apply phonic knowledge and skills as the prime approach to reading and spelling unfamiliar words that are not completely decodable
- read and spell phonically decodable two or three syllable words
- read automatically all the words in the list of 100 high frequency words
- accurately spell most of the words in the list of 100 high-frequency words
- Form each letter correctly

Phonics screening

In June in Year 1, each child completes a statutory assessment in their phonics skills to ensure that most children are achieving a good standard. The assessments are carried out individually with the child's teacher and consist of 40 words containing the phonemes/graphemes taught throughout phases 2-5. The assessment contains both real and pseudo (nonsense) words which the child has to read. A report showing the child's results score will be sent out to parents with the end of year report. Any child who does not reach the acquired standard will need to retake this task in Year 2.

Phase 6

At phase 6 children become fluent readers and increasingly accurate spellers. During phase 6 the children move from learning to read, to reading to learn. Children read for information and for pleasure. The following aspects of spelling will be taught throughout this phase:

- Introducing and teaching the past tense
- Investigating and learning how to add suffixes
- Teaching the spelling of long words
- Finding and learning the difficult bits in words
- Children gaining independence in their reading and writing

This phase is taught throughout Year 2 and concentrates on spelling skills. Any child who is not secure at any of the earlier phases, and did not pass the phonics screening assessment in year1, will receive further teaching and support with these earlier phases during Year 2.