



Aughton St. Michael's C. of E. School

Phonics Policy

Approved January 2021

Mission Statement

Achieving all we can to develop fully our hearts and minds.

Sharing in a loving, caring, Christian community.

Making sure everyone is valued.



Our Vision

Through a positive caring environment, we provide the opportunity for every child to reach their full potential. We embrace Christian values and ensure all children are ready for their next steps. We want the children to always try their best, be resilient, have good and effective communication, be honest and have compassion for others.

Introduction

At Aughton St. Michaels, we follow the six phases of Letters and Sounds: Principles and Practice of high-quality Phonics across the EYFS and Key Stage One. The guidance is supported with the use of Jolly Phonics and various other resources. 'Letters and Sounds' is a fast paced, clearly progressive phonic program. Children progress through the phases at different speeds. In order to make this learning relevant to all children, they are grouped according to the phase they are at across the EYFS and KS1 classes.

Teaching and learning

Teachers follow the same phonics plan, taken from Letters and Sounds, to use for their phonics lessons, this planning enables teachers to show progress and supports differentiation. Phonics is taught through discrete phonic sessions, regular reading and writing sessions and through embedding the phonics by linking it with other curriculum subjects throughout the school day. Phonics is taught in daily twenty-minute sessions. A variety of short activities make up these sessions.

Assessment

Teachers use assessment for learning and the Letters and Sounds end of phase assessment to track and review children's progress. Assessment information is then used to identify specific needs of individuals, subsequently providing targeted intervention sessions where needed.

At the end of Year 1, children participate in the phonics screening check which assesses their knowledge of grapheme-phoneme correspondence and their skills in blending. This information is submitted to the local authority. Those children who do not succeed in the phonics screening check are highlighted for further intervention and targeted support before completing the screening check again at the end of Year 2. Children in Year 2 who did not meet the required standard for phonics and need more work on 'decoding' and 'word reading' skills, will have further phonic intervention work.

Progression

Children will progress through the six phases of Letters and Sounds, beginning with Phase one/two in EYFS. By the end of the Summer Term, Reception children should be familiar up to the end of Phase three. By the end of Year 2 children should be proficient in their phonics knowledge and have completed Phase six of Letters and Sounds.

Remote learning

Across the EYFS and Key Stage One classes, parents are encouraged to attend daily live phonics sessions delivered by the class teacher. Parents are also encouraged to read daily with their child, regular reading at home should enable the children to use segmenting and blending techniques learned in phonics sessions. We are using www.oxfordowl.com for online reading books.

Letters and Sounds

Phase 1

Phase 1 is all about listening to sounds and learning to discriminate between different sounds. This is about sounds in everyday life, not just about sounds in speech. Phase 1 lays the essential foundations for all the teaching that follows. If children can't hear sounds and differentiate between them then they will struggle to understand that words are 'built up' of different sounds and that each sound is represented by a different letter or group of letters (a grapheme).

Letters are not introduced until Phase 2. To support your child in this phase ask your child questions e.g. 'What can you hear? How do you know?'

Phase 2

In Phase 2 children are introduced to 19 letters grouped into 5 sets. One set will generally be taught in one week. The children are taught to blend sounds in this phase.

The following sounds are taught:

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

Children are encouraged to begin blending the letters into words straight away. Therefore, having been taught only Set 1, children can make (and read) 'at' / 'sat' / 'pat' / 'tap' etc. As children learn all the sets in Phase 2, they will be able to make (and read) an ever-growing number of words.

Double consonants are taught early - ff / ll / ss - to show children that sometimes more than one letter represents a single sound. In the case of these letters, it is the same sound as the single letter represents. In Phase 3 children learn that this is not always the case.

The grapheme 'ck' is taught at this stage as it features in many of the early words children learn e.g. back / neck / sack.

Phase 3

In this phase a further 25 letters & graphemes are taught. The final two sets of letters are taught first.

Set 6: j / v / w / x

Set 7: y/z,zz/qu

Once Set 6 & 7 have been taught children then learn about graphemes where more than one letter represents a single unit of sound.

ch (as in chip) ar (as in farm) sh (as in shop) or (as in for)

th (as in thin)* th (as in then)* ng (as in ring)
ai (as in rain)
ee (as in feet) igh (as in night) oo (as in book)** oo (as in boot)**
ur (as in hurt) ow (as in cow) oi (as in coin)
ear (as in dear) air (as in fair) ure (as in sure) er (as in her)

* The grapheme 'th' represents more than one sound. Children are taught to listen closely to hear the difference.

** The grapheme 'oo' also represents more than one sound.

Phase 4

In Phase 4 children learn to further manipulate the letters and graphemes they have been taught in Phases 2 & 3. Up to this point the majority of words presented have been monosyllabic (words with just one syllable). Phase 4 introduces more polysyllabic words. In this Phase words are often described in relation to how many vowels and consonants they contain:

The word 'cod' is a CVC word (consonant / vowel / consonant). Other CVC examples are; sad, net & him.

The word 'crab' is a CCVC word (consonant / consonant / vowel / consonant). Other examples are; trim, flat & step.

The word 'help' is a CVCC word (consonant / vowel / consonant / consonant). Other examples are; fist, mend & test.

As children progress through Phase 4 they become increasingly confident in reading and spelling words with greater numbers of letters and graphemes.

Phase 5

In Phase 5 children are introduced to new graphemes for reading. Some of these graphemes represent phonemes (sounds) that they have already learnt as a grapheme for, eg. in Phase 2 children were taught 'ai' as the grapheme for the phoneme /a/ (as in rain).

In Phase 5, children are taught that the phoneme /a/ can also be represented by the graphemes 'ay' (as in 'play') or 'a-e' (as in 'make'). This 'variation' needs to be taught as it is common in our language system.

New graphemes taught in Phase 5:

a-e (as in came) au (as in Paul) aw (as in saw) ay (as in day) e-e (as in these) ea (as in sea)
ew (as in chew)** ew (as in stew)** ey (as in money) i-e (as in like)

ie (as in pie)

ir (as in girl) o-e (as in bone) oe (as in toe)

ou (as in out)

oy (as in boy)

ph (as in phonics) u-e (as in June)*** u-e (as in huge)*** ue (as in clue) ****

ue (as in due)****

wh (as in when)

* / ** / *** / **** / ***** These graphemes can all represent more than one sound. Often the differences are quite subtle but they are there.

Phase 6

Mainly concerns itself with teaching spelling.

Children look at how to use and spell past tense words

Children learn rules to help us make correct spelling choices Children learn how to add suffixes eg, ed, ing, ly, est, ful, s, es, Children learn how to proof read.

More information can be found at:

www.letters-and-sounds.com