


# Phonics Policy

<b>Governor Committee Responsible:</b>		<b>Staff Lead(s):</b>	Rosie Richards
<b>Status</b> <i>(Statutory / Advisory)</i>	Non Statutory	<b>Review Cycle</b>	Annually
<b>Last Review</b>	September 2023	<b>Next Review Date</b>	September 2024
<b>Chair of Governors</b>	Daniel Gillingham  Daniel Gillingham ( <a href="mailto:chair@chcfederation.gloucs.sch.uk">chair@chcfederation.gloucs.sch.uk</a> )		



At Finlay Community School, we strive to ensure that all children become successful, fluent readers by the end of Key Stage One and believe this is achievable through a combination of strong, high quality, discrete phonics teaching combined with a whole language approach that promotes a 'Reading for Pleasure' culture.

As learners in our school, our children:

- Use the skills of segmenting and blending to read words.
- Have the opportunity to engage in a variety of activities that will support and develop their learning and skills.
- Become fluent and confident readers by applying their phonics knowledge learnt through each set of sounds.
- Use and apply their phonics knowledge in other curriculum subjects when reading, spelling and writing.

### **1.2 Theory behind our Intent:**

The Rose Report (2006) emphasised high quality phonics as an important part of the word decoding skills required by children to develop higher level whole language and comprehension skills. This approach is in alignment with our belief that we first 'learn to read' and then 'read to learn'.

Bold Beginnings November 2017 stated that "All primary schools should: make sure that the teaching of reading, including systematic synthetic phonics, is the core purpose of the Reception Year."

The Reading Framework: teaching for foundations of literacy states (2022) "Close and regular assessment of children as they learn to read is vital if teaching is to match their capacity to learn and if difficulties are to be identified when they first arise, and overcome."

This policy is aimed at reinforcing a consistent, high quality approach to the teaching of phonics across the Early Years Foundation Stage (EYFS), Key Stage One and on into Key Stage Two for children who still need this further support.

### **2. Implementation**

At Finlay Community School, we use Read Write Inc scheme to engage our children in developing their phonics learning. Our principal aim is to develop the children's phonological awareness, the ability to segment and blend words and read common exception words on sight. This will then help children to progress into becoming fluent readers and writers.

Our teaching at all levels includes a range of:

- Whole class teaching.
- Differentiated groups within KS1.



- Individual and group work.
- Small intervention groups.

## **2.2 Reception**

Phonics is taught 5 times weekly for 30 – 45 minutes each from the start of the academic year. Children are to be split into ability groups and taught a sound for 5 days. The aim is to complete set 1 and 2 before the children reach Year 1 with the ability to segment and blend CVC / CCVC words, and recognise some tricky words. Alien words are to be introduced ready for year 1 when a group is ready.

Children get to practice their phonics knowledge daily through incidental learning such as flashing cards and fred talk games.

## **2.3 Year 1**

The Read, Write Inc programme is the sole programme used. Children in Year 1 have access to high quality daily phonics sessions for 40 - 50 minutes. Teaching 5 sounds a week. Groups are differentiated to ensure all children reach their full potential; teachers work with groups on a rotational basis to ensure high quality provision for all children. The underlying aim of Year 1 should be to ensure all children have completed set 1, 2 & 3 sounds from the Read, Write Inc programme. They should have plenty of practice in recognising 'alien' or pseudo words, in readiness for the Phonic Screening Check and to give them the confidence to read any word. Children should aim to read and write all the common exception words for Years 1 and 2.

NB: Phonics screening takes place in June - further details can be found below in National Phonics Screening.

## **2.4 Year 2**

Phonics is taught every day for 40 - 50 minutes from the start of the academic year. The Read, Write Inc programme is the sole programme used. Teaching includes set 1,2 & 3 sounds. The aim is for:

- Children to be confident to read all of set 1, 2 and 3 sounds
- Children to become confident of alternative spelling patterns
- Children to be able to read with fluency
- Children to be able to read multi-syllabic words

In line with our intent guide and progression map, children who are working at Age Related Expectations should be signed off the RWI programme in spring term.

Once the children are off the programme, they will move onto whole class reading with a high quality text.

## **2.5 Structure of a daily phonics lesson:**



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More information regarding the planning and teaching of each phonics lesson can be found in the RWI teacher planning guide, or lesson plans can be downloaded from the RWI portal, in the handbook or on oxford owl.

Every lesson will begin with a speed sounds lesson. This includes:

**2.51 Set 1 sounds:**

Teach new sound

Say the sound

Read the sound

Review the sounds

Write the letter

Speed write – review of previous taught sounds.

Fred talk (oral)

**2.52 Set 2/ 3 sounds:**

Each lesson will begin with a speed sounds lesson. This includes:

Teach new sound

Say the sound

Read the sound

Review the sounds

Read the words with the new taught sound in.

Review the words from previous taught sounds.

Reading assessment with Alien words.

Spell with Fred fingers- 2 -3 words.

Spell review, children write words with previously taught sounds in – 2- 3 words.

**2.53 Storybook/Reading within Phonics**

After the children's speed sound session, they will read a storybook, which is fully decodable. These are mapped out and progressive, with a range of stories per phonics set. These are organised in the phonics book cupboard, with book bag books placed alongside the decodable RWI storybook.

**Day by day storybook sessions – 5-day timetable. Green colour book and above.**

**Day 1:**

Phonics speeds sound lesson

Speed sounds from storybook. (Adult model)

Story green word cards (Adult model)

Speedy green words (Adult model)

Red words (Adult model)

Partner practise in storybooks (at tables)

Teacher will read the story introduction to the story – you can do this in a special book like trainer said to make it more interesting. (Children close their books).

**Day 2:**



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Phonics speeds sound lesson

Speed sounds from storybook. (Adult model)

Story green word cards (Adult model)

Speedy green words (Adult model)

Red words (Adult model)

Partner practice in story books (at tables)

Adults read aloud with expression - no questions etc, just reading.

Children have first read – Fred talk (In head if they can).

### **Day 3:**

Phonics speeds sound lesson

Speed sounds from storybook (partner practise – at tables) – Fred in Head.

Story green word cards (partner practise – at tables) - Fred in Head.

Speedy green words (partner practise – at tables) - Fred in Head.

Red words (partner practise – at tables) - Fred in Head.

Children have second read - Fred in Head.

Hold a sentence - from handbook.

### **Day 4:**

Phonics speeds sound lesson

Story green word cards (partner practise – at tables) - Fred in head.

Speedy green words (partner practise – at tables) - Fred in head.

Red words (partner practise – at tables) - Fred in head.

Children have third read - Fred in Head with expression.

Think about the story - questions and think aloud.

Hold a sentence - from handbook.

### **Day 5:**

Phonics speeds sound lesson

Speedy green words (partner practice) – Fred in head.

Children have fourth read - Fred in Head with expression.

Questions to talk about; these are in the RWI book.

Hold a sentence (Green onwards make up a decodable sentence about the book) (Yellow and above, write the answers to the questions – just 1 question).

## **2.6 Phonics Interventions**

Pupil progress and attainment is monitored throughout the year. RWI assessments are completed half-termly, and YARC Reading Assessments are used termly, to monitor children's reading rate, reading accuracy and comprehension. These assessments inform new groupings, but also inform the provision and intervention that is best suited for that pupil. The interventions below can be carried out by the Class Teacher, Teaching Assistant or the Academic Mentor.



In addition to the whole class teaching of phonics, we provide intervention programmes for children in EYFS and KS1 to ensure all children reach their full potential. Interventions are run in a variety of ways, including whole group teaching, games and activities. We also use the 1:1 RWI tutoring intervention called fast track, which is a small phonics session 1:1 with an adult looking at the gaps of that particular child. This includes: reviewing of sounds, reading of words with a particular sounds in, reading words containing previous sounds to gain confidence, reading alien words and developing reading fluency. The aim of these sessions is to enable pupils to gain confidence.

In KS2, Phonics is not explicitly taught daily but is referred to so that children can make connections between early Phonics learning and reading and spelling. The aim is that pupils in KS2 are able to decode words with increasing accuracy and fluency, and have a secure phonological awareness. Should a pupil not be working at Age Related Expectations, RWI or Rapid Reading would be used as an intervention.

Should children require additional intervention to RWI or Rapid Reading, precision teaching can be used following the advice of external agencies including speech and language, and the Advisory Teaching Service.

As children move throughout KS2, Spelling Shed is used to further develop children's understanding of spelling patterns and alternative patterns for same sounds e.g. tion/sion

Lively, age-appropriate stories and texts are closely matched to children's increasing knowledge of phonics and tricky words. Alongside reading, children are taught the English alphabetic code for spelling, vocabulary and grammar. They rapidly build up their spelling knowledge and are soon able to spell complex words confidently.

Children are introduced to a breadth of vocabulary in their reading, which soon leads to an adventurous choice of words in their writing. They rehearse aloud what they want to write, sentence-by-sentence until they are confident to write independently. The use of WAGOLLS helps children become exposed to high quality vocabulary.

## **2.7 Phonics Planning**

Planning for phonics will be done separately (appendix 1 for planning template) from literacy but with the understanding that good phonics teaching should link to the literacy needs of the children within a literacy lesson and across the curriculum. Each Phonics lesson includes the following sections:

- Revise – Overlearn the previous graphemes and words.
- Teach – Introduce a new grapheme / phoneme words / tricky words.
- Practise – Develop GPCs (grapheme phoneme correspondences) /read and spell new words / tricky words.
- Apply – Use the new graphemes / words in games and activities to secure knowledge.
- Assess – Monitor progress within each phase to inform planning.

Phonics planning can be downloaded from the oxford owl website or we have the appropriate handbooks in school to support staff.

## 2.8 Classroom Environment

In the Early Years and KS1 each year group will have a Phonics display, concentrating on sounds and key words / tricky words that the children are currently learning. Every class to have a pocket chart / complex speed chart for revising sounds. Phonics mats are available in every lesson to support children's early writing across the curriculum. KS2 will have phonics displays where necessary / if using the programme.

## 2.9 Reading scheme

Systematic synthetic phonics plays a key role in a rich and varied reading programme. The school has invested in a reading scheme to support children to apply their phonic knowledge and skills, as well as develop their reading comprehension. Reading books allow children to consolidate and apply their phonics knowledge. Reading books are matched to books that include graphemes and tricky words children have been taught. This makes it easy for teachers, parents and children to choose a text that is matched to the child's growing phonic knowledge and that does not encourage a child to guess at words if they included sounds they had not yet been taught.

The children take home 3 books every week:

1. The coloured storybook that they have been learning in school – this goes home after the children have read it in school to build children's confidence



2. A book bag book – this is matched to the sounds the children have been taught but is a new text for them to read.



3. A library book – a book for pleasure. This is what the parents read to their child / children.



If a child loses / damage books, we will ask for a contribution towards to the book so we can replace it.

### 2.10 Word boxes

Each child will be given a word box to take home .The children need to segment and blend the words. The word boxes will focus on a particular sound and the words associated to it. There are 47 word boxes. This is to encourage segmenting and blending. There are also Alien words to ready the children for phonics screening test. These will be started in summer term in reception and carry through to Year 1.

Word Box 19	Word Box 20	Word Box 21
oo	oo	ar
food	look	ark
soon	book	car
spoon	took	jar
mood	shook	star
roof	good	harm
proof	cook	charm
scoop	foot	spark
groof	spood	gark
stoog	goop	flarp

### 2.11 Phonics Training

We aim to ensure that all staff have up to date with current Phonics training. The role of the Phonics Lead is to ensure that everyone has the relevant training as well as making sure their own training is current and up to date. At Finlay we have purchased the Ruth Miskin’s Read Write Inc portal to ensure all staff have relevant up to date training and have a good quality resource to refer back to. The reading lead provides weekly training sessions and keeps track of who attends with a practise map.

## 3. Impact

The impact of our curriculum can be measured and monitored in a variety of different ways. As a school, we use Insight to monitor and measure progress in the core subjects: Maths, Writing, and Reading and foundation subjects. This allows all class teachers to:

- Record formative and summative assessments from Nursery to Year 6.
- See everything you need to know about your individual pupils on a simple report.
- Instantly see how your class or year group is performing against your school’s curriculum targets and spot issues.
- Set targets, record interventions, groups and comments.
- Quickly prepare for parents’ evening.
- Import pupil information and statutory assessment data

### 3.1 Assessment





In the EYFS and KS1 we assess pupil progress on a Read Write Inc Phonics assessment sheets (Appendix 2) and plot the children on a Phonics tracker grid each half term (6-8 weeks). This shows the phonics / reading lead or staff with leadership training in Read Write Inc are able to assess the children to ensure grouping is accurate.

The phonics and reading lead use an excel tracker grid and a grouping grid to ensure progression and if not, what is put in place to support these children such as interventions. This helps identify the lowest 20%. Throughout the year, Year 1 pupils will be given practice papers for the phonics screening check to identify specific skills or any gaps in learning. This will address what provision is put in place. This is shared with the English hub who currently supports up whilst we are continue to embed the RWI scheme.

### **3.2 National Phonics Screening**

The National Phonics Screening takes place for all children in Year 1 in June. Only the Year 1 teacher or Phonics Lead can administer the test within school. If children fail to pass during Year 1, they will be expected to retake the test in Year 2. The data is submitted to the Local Authority.

### **3.3 The roles and responsibilities of the Phonics Lead include:**

- To help organise and order resources that are required
- To offer advice to teachers where required
- To encourage and lead training to staff
- To be aware of current developments in Phonics and update staff on these developments/changes
- To inform SLT and English Lead of changes and discuss any issues with them
- To monitor the standard of the teaching of Phonics through the school and support teachers where needed
- To monitor progress and results of the Phonics Screening Test in Year 1
- To monitor lesson planning
- To track progress across each phase
- Gain support from outer agencies such as: the English Hub
- Gain support from Read Write Inc Trainer
- Engage in development days with Read Write Inc Trainer
- Engage in remote progress meetings so ensure progress / correct groupings

### **3.4 The roles and responsibilities of the English Lead:**



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- To support and guide Phonics Lead where required.

Written by: Rosie Rees - Phonics Lead

Supported by: -

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**Appendix 1- Phonics planning**

This is an example of a lesson plan from set 1. This can be downloaded from oxford owl website or in the Read Write Inc handbook 1.

Sound	Say the sound	Read the sound	Review the sounds	Write the letter	Speed write	Fred Talk (oral)
g (bouncy – see p.35)	<p>Make a soft sound in your throat.</p>	<p>Draw the girl on the board, then write g next to her.</p>	<p>Spot the new sound in the pack.</p>		<p>Select 3 sounds you have taught children so far.</p>	<p>g-a-p gap d-i-g dig g-o-t got d-o-g dog</p>
<b>Now teach Word Time Lesson 1.1 (see pp.37–39).</b>						
o (bouncy – see p.35)	<p>Push your lips out and make your mouth into an o shape.</p>	<p>Draw the orange on the board, then write o next to it.</p>	<p>Spot the new sound in the pack.</p>		<p>Select 3 sounds you have taught children so far.</p>	<p>o-n on n-o-t not t-o-p top g-o-t got</p>
<b>Now teach Word Time Lesson 1.2 (see pp.37–39).</b>						
c (bouncy – see p.35)	<p>Make a sharp click at the back of your throat.</p>	<p>Draw the caterpillar on the board, then write c next to it.</p>	<p>Spot the new sound in the pack.</p>		<p>Select 3 sounds you have taught children so far.</p>	<p>c-a-t cat c-o-t cot c-a-n can c-a-p cap</p>
<b>Now teach Word Time Lesson 1.2 (see pp.37–39).</b>						



This planning maybe used for new staff / staff needing the steps broken down more to ensure quality teaching.

<b>Week 1. Graphemes: ay, ou, ie, ea.</b> <b>Teaching:</b> Practise recognition and recall of set 1 as they are learned. Teach new graphemes for reading (about 4 a week). Practise reading and spelling words with adjacent consonants and words with newly learned graphemes. Teach reading the words: <b>people, Mr.</b> Practise reading and spelling HF words. Practise reading and spelling polysyllabic words. Practise reading sentences. Practise writing sentences.					
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Revisit / Review</b> Practise previously learned graphemes	Recap previously taught sounds from <b>Set 1</b>	Recap previously taught sounds from <b>Set 1 plus ay</b>	Recap previously taught sounds from <b>Set 1 plus ay and ou</b>	Recap previously taught sounds from <b>Set 1 plus ay, ou and ie</b>	Recap all graphemes from the week. Recap all tricky words from the week.
<b>Teach</b> Teach new graphemes Teach tricky words	Teach phoneme <b>ay</b> – Tell <b>chn</b> the new sound first. My turn your turn. Show the sound. What two graphemes make the <b>ay</b> phoneme? <b>a &amp; y</b> Teach reading <b>people</b> , mix into previously taught tricky words	Teach phoneme <b>ou</b> – Tell <b>chn</b> the new sounds first. My turn, your turn. Show the sound. What two graphemes make the <b>ou</b> phoneme? <b>o &amp; u</b> Teach reading <b>Mr.</b> , mix into previously taught tricky words	Teach phoneme <b>ie</b> – Tell <b>chn</b> the new sounds first. My turn, your turn. Show the sound. What two graphemes make the <b>ie</b> phoneme? <b>i &amp; e</b> Teach reading <b>Mrs.</b> , mix into previously taught tricky words	Teach phoneme <b>ea</b> – Tell <b>chn</b> the new sounds first. My turn, your turn. Show the sound. What two graphemes make the <b>ea</b> phoneme? <b>e &amp; a</b> Teach reading <b>called</b> , mix into previously taught tricky words	Recap sounds from the week (ay/ ou/ie/ea) Read a range of words containing taught sounds from the week. Recap all taught tricky words from this week
<b>Practise</b> Practise blending and reading words with the new GPC. Practice segmenting and spelling words with the new GPC	Children to write ay words on their white boards by segmenting – play, may, tray, clay Read the following words by blending: <b>spray, say, crayon, delay</b> Read real and nonsense ay words using <b>gruffalo</b>	Children to write ou words by segmenting: Cloud, sound, hound, bound, found Read the following words by blending: <b>four, about, round, loud, count</b> Read real and nonsense ou words using treasure game	Children to write ie words by segmenting: tie, pie, fried, died. Read the following words by blending: <b>dried, denied, spied, fries</b> Read real and nonsense ie words using <b>gruffalo</b>	Children to write ea words by segmenting: tea, plea, sea, meat, bead Read the following words by blending: <b>least, heap, treat, read, steam</b> Read real and nonsense ea words using treasure game	Children to write a range of words containing taught sounds from this week Use Phonics Play game on board to sort real and nonsense words.
<b>Apply</b> Read or write a sentence using one or more HF words and words containing new graphemes.	Ask <b>chn</b> to write this sentence: The people may have a delay.	Ask <b>chn</b> to write the following sentence: They did not like the dark clouds.	Ask <b>chn</b> to write the following sentences: Mrs Smith made a pie. Her fries had dried up in the sun.	Ask <b>chn</b> to write the following sentences: A man called Ben fell in a heap on the grass.	Teacher to write a sentence on the board: I found a py on the tra. Can the <b>chn</b> fix the mistakes?
<b>Assessment:</b>					



**Appendix 2 – Phonics assessment sheet.**

**Read Write Inc. Phonics Assessment 1**

To assess children using Assessment 1, follow the guidance on pp 68-69 of the Reading Leader Handbook.

**Set 1 Sounds Group A**  
 m a s d t i n p  
 g o c k u b f e

**Set 1 Sounds Group B**  
 l h r j v y w z x

**Set 1 Sounds Group C**  
 Outfitting dog about ten pet tin

**Ditty Group (Photocopy Masters 1-10)**  
 in am red bin yes

**Red Group**  
 ch ng nk qu sh th  
 chip shop sunk that  
 fas gip guk rab

**Orange Group**  
 ar or air ir ou oy  
 start horse stair house boy  
 norg ouf firb stoy  
 rest smell soft play  
 feel stay which about

**Yellow Group**  
 dorp pight clow thooob  
 hoy nair ploun gart  
 thing right night sleep boy  
 quick little think know smart

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**Read Write Inc. Phonics Assessment 1**

**Grey Group**  
 ai oa aw ur er ire ear ure ew are ow  
 joip zewn nair choag zaip frabe smipe snoke

He reached up and put the jar of oil on the high shelf.  
 "I will sell it," he said to his yellow dog, pointing at the jar of oil with his long stick.  
 "I think I will sell it for a jar of gold coins. Think of all the lovely good food I can enjoy when I am a very rich man. I will eat oysters, boiled goose, big joints of lamb and hot bread fresh from the grill. I will eat sweet milk puddings, and banana jelly. I will ask a rich girl – maybe even a princess – to join me. We will marry, and live together in a grand house – maybe a palace – with soft carpets and bright woollen rugs.  
 "My princess will have the best embroidered dresses, with splendid rings on her fingers and gold around her neck. Our garden will be full of green plants and tall trees. I will grow lemons, and mangoes. And I will appoint a poor man to do all the odd jobs."

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**Read Write Inc. Phonics Assessment 1**

**Green Group**  
 flat pink help thick  
 plut dimp criff slom

**Purple Group**  
 with off thin will  
 his them that have

**Pink Group**  
 ay ee igh ow oo oo  
 tray creep sight blow  
 skay spoom smoll fleep  
 lots black long this  
 them went that stop

**Blue Group**  
 a-e ea i-e o-e u-e oi  
 steab groit grafe stime  
 doke vuke sneap shoop

So Gretel sat on a stool and cooked bread and buns and milk puddings. The witch put on her clumpy boots and took the food to the hut, pushing it in at the window.  
 But Hansel fooled the witch. When she asked to feel his wrist, as proof that he was getting fat, he stuck a twig out of the window. The witch felt the twig.  
 "Too thin, too thin!" she screeched. "But I will still cook you for my lunch!"  
 She dragged Hansel into the kitchen.  
 She looked at Gretel, spooning salt into the pot.  
 "I will cook you, as well! Get into the oven!"

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**Read Write Inc. Phonics Assessment 1**

**Literacy and Language Group**  
 fleach torg strabe poisk sperk flide plude spove  
 comfortable invisible operation tomorrow  
 complained serious while remember  
 beware enormous

Once upon a time, there was a merchant who had three daughters. He loved all three but kept a special place in his heart for Beauty, the youngest daughter.  
 Beauty was always sweet-natured and cheerful, unlike the other daughters, who were often grumpy and jealous.  
 A day came when the merchant had to go away on important business. As he would be gone for some time, he said to his daughters, "What gifts would you like me to bring you?"  
 The eldest asked for jewels. The second asked for fine clothes.  
 Beauty said, "Dear father, there is nothing I need. Just your safe return."  
 Her father insisted, so she replied at last, "Then bring me the loveliest rose you can find."  
 The merchant's business went well and finally he began his long journey home. In his bag were the gifts for his daughters... apart from the rose for Beauty.

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