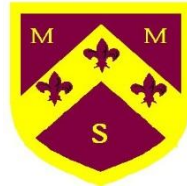


Maids Moreton C.E. School



Maids Moreton CE School Phonics Policy

At Maids Moreton, we love reading! We strive to ensure that **all** children become confident, fluent readers by the end of Key Stage 1. We want every child to think of themselves as a reader who is able to apply the skills they have learnt in their academic work and to enjoy a wide range of books.

At Maids Moreton we believe this is achievable through a combination of high quality, discrete phonics teaching alongside a literature rich curriculum which promotes a culture of 'reading for pleasure.'

Our Aims:

- To establish high expectations for all.
- To ensuring the teaching of phonics throughout the school is consistent and of the highest quality
- To ensure that systematic synthetic phonics (following the Twinkl programme) is the first approach pupils are taught to use when reading and spelling
- To ensure children have specific strategies to identify and decode common exception words (tricky words)
- To ensure children have the opportunity to apply what they have learnt at code, word, sentence and text level throughout teaching sessions
- To ensure children are encouraged and supported to apply their phonics knowledge in their reading and writing across the whole curriculum
- To have in place robust assessment procedures which enable staff to check progress and identify children in need of intervention
- To nurture a love of reading and enable children to read for enjoyment confidently across a range of genres

At Maids Moreton, we teach systematic synthetic phonics using the Validated Twinkl programme.

Following the Twinkl programme, children are taught to recognise and recall the sounds which letters or groups of letters make. They are then clearly shown how to apply this knowledge to blend the sounds to read words and segment words into sounds for writing. Throughout teaching, it is made clear that blending and segmenting are the reverse of one another. Children are given the opportunity to apply these skills at code, word, sentence and text level during phonics sessions. This enables them to make links within their wider learning and apply their phonics skills across the curriculum.

Phonics is taught in discrete sessions of at least 20 minutes every day across EYFS and Key Stage 1. We work through six levels (phases) from the beginning of Reception to the end of Year 2. Phonics instruction continues in Year Three and beyond for those children who have been identified as needing additional phonics teaching.

The Twinkl Systematic Synthetic Phonics Programme

Phonics teaching within the Twinkl SSP 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 (eg. 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, eg. 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, eg. 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, eg. /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, eg. 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:

Ongoing Level 1 provision	Reception	
	Autumn 1	Level 2a (Phase 2)
	Autumn 2	Level 2b, 2c and 3a (Phases 2 and 3)
	Spring 1	3a and 3b (Phase 3)
	Spring 2	3c (Consolidating Phase 3)
	Summer 1	4a, 4b and 4c(Phase 4)
	Summer 2	Consolidating Levels 3 and 5, introducing Level 5

Year 1	
Autumn 1	Level 5a (Phase 5)
Autumn 2	Level 5b (Phase 5)
Spring 1	Level 5b and 5c (Phase 5)
Spring 2	Level 5c (Phase 5)
Summer 1	Consolidating Level 5 and introducing Level 6 (Phase 6)
Summer 2	

Year 2	
Autumn 1	Level 6a (Phase 6)
Autumn 2	Level 6a and 6b (Phase 6)
Spring 1	Level 6b (Phase 6)
Spring 2	Level 6c (Phase 6)
Summer 1	Level 6c (Phase 6)
Summer 2	Consolidating Level 6

A Consistent Approach

Commitment to the 'Twinkl' programme is imperative. Everyone in our school follows the same programme, using the same terms, and tracks progress in the same way to avoid misconceptions and ensure pupils do not fall through the gaps. Consistency is key so that children are given a clear approach from all staff across all year groups. This helps children to retain their learning and ensure working memory is not overloaded. The following methods should be used:

Concept	Method
Lesson structure	Four part session; revisit and revise, teach, practise and apply
Blending	Sound buttons to be used with modelled and supported blending. Dots for single sounds; lines for digraphs and trigraphs Children to be encouraged to blend independently in books without the use of sound buttons
Segmenting	'Phonics Fingers' to be used to model segmenting words, counting the number of sounds identified
Pure Sounds	All staff must pronounce the letters in the correct way e.g. 'mmm' not 'muh'. This makes it easier for children to blend words to read.
Resources	Twinkl flashcards (with mnemonics), letter friezes, table mats and power points to be used throughout.

Assessment:

Formative assessment is ongoing and takes places during every session, ensuring that children are given the appropriate level of challenge at the correct phonics level. This ongoing assessment informs planning. Summative assessment using the 'Twinkl' proforma should be used every term to inform planning and ensure the children have retained and are able to apply what they have learnt.

In June of Year 1, all eligible Year 1 pupils will undertake the Year 1 Phonics Screening Check. Those who do not meet the pass threshold at the end of Year 1 will received tailored support in Year 2 and will be rechecked at the end of that year. For those children who meet the standard in Year 1, phonics lessons are continued in Year 2 with an increased focus on spelling and spelling rules. Those few children who fail to reach the standard at the end of

Year 2, and still require support with phonics in Key Stage 2, are targeted through rigorous and systematic phonics intervention programmes. If they cannot decode independently and fluently, they will find it increasingly difficult to understand what they read and to write down what they want to say, which would otherwise hinder their progress.

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 in accordance with the agreed school procedures, according to the school's Assessment, Recording and Reporting policy. The child's progress is discussed with parents/carers at termly Parents' Evenings. A detailed written report for parents is provided for each child at the end of each 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.

Decodable Books

Children practise early reading with fully decodable books that:

- are matched to their phonic knowledge and which do not require use of alternative strategies
- are closely matched to the phonics phases.
- are decodable at the child's current level and not mixed with non-decodable books for independent reading
- include common exception words which have been taught
- follow the progressive sequence of the 'Twinkl' phases until a child can confidently decode words involving most common grapheme phoneme correspondences.

Phonics Jotter Books

Children will record their work in phonics books, not on mini whiteboards so that we have a permanent record of each child's learning, attainment and progress.

Phonics 'Jotter' books are used within discrete phonics sessions. They are a space within which children are asked to practise and apply the skills which they are learning.

At Maids Moreton one of our key aims is to support children to apply these skills in their writing across the curriculum. To help them do this, writing during phonics session takes place at tables in books, using pencils. This allows staff to help the children develop their transcription skills alongside practising their phonics skills. This process reinforces to the children that their writing has value and allows them to reflect on previous learning and celebrate the progress they have made.

Phonics is taught in carefully managed groups where children are given high levels of verbal support and feedback. As such, marking in these books takes the form of a 'tick' to show that discussion and feedback has taken place.

Handwriting

As recommended by the Department for Education (DfE) as part of *the supporting documents for the validation of the systematic synthetic phonics programmes (SSP)*, we no longer use cursive writing and adopt print instead. As such, our resources for phonics, the wider curriculum and our environmental text in EYFS and KS1 are all in print.

Legible handwriting is achieved by having the basic requirements:

- A comfortable pencil grip.
- Good postural and visual control.
- Bi-lateral integration of motor skills and learning to print first, progressing to joining at the age of 7 years old.

Equal Opportunities

In line with our Equal Opportunities Policy, all pupils will have equal access to a broad, balanced and relevant phonics curriculum irrespective of gender, ethnicity, religion, language, cultural background, disability, social circumstances and aptitude.

Role of Subject Leader

The subject leader is responsible for providing a strategic lead and direction for their subject in the school. She is responsible for long and medium term planning to ensure full, sequential coverage of the phonics curriculum. She will ensure the hierarchical building of phonics skills and knowledge year on year. She is responsible for monitoring standards and the quality of teaching and learning in her subject. This includes lesson observations, pupil voice, monitoring of planning, analysis of assessment data, and work scrutiny. The subject leader is also responsible for supporting colleagues in the teaching of her subject and being informed about current developments. The subject leader gives the Head teacher an annual action plan which takes into account the strengths in the subject and indicates areas for further improvement. She is also responsible for the audit and housekeeping of resources as well as updating resources as and when appropriate.

Monitoring and Evaluation

The teaching and learning in phonics will be monitored and evaluated termly by:

- reviews of the quality of teaching and learning, e.g. through work and planning scrutiny, lesson observations and pupil voice interviews.

- analysis of data to monitor pupil progress and attainment.
- consultancy with advisory staff as required.

Written by: CLARE BRISTOW, ENGLISH SUBJECT LEADER.

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