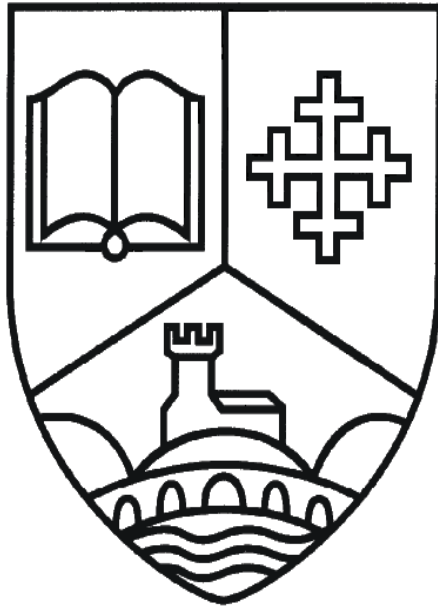


Bidford-on-Avon C.E. Primary School



Phonics Policy

Phonics is a way of teaching children to read. Children are taught to recognise the different sounds (phonemes) that letters or groups of letters (graphemes) make. They then learn to blend these sounds together to decode words.

Phonemes

A phoneme is the smallest unit of sound in a word.

(e.g. / c / a / t /, / t / r / ee /, / kn / igh / t /)

It is generally accepted that most varieties of spoken English use about 44 phonemes.

In alphabetic writing systems (such as English) phonemes are represented by graphemes.

Graphemes

A grapheme is a symbol of a phoneme, that is, a letter or group of letters representing a sound.

The alphabet contains only 26 letters but we use it to make all the graphemes that represent the phonemes of English.

(e.g. / c / a / t /, / t / r / ee /, / kn / igh / t /)

Segmenting and blending

Segmenting is breaking words down into their constituent phonemes to spell. Blending consists of building words from their constituent phonemes to read.

Organisation of teaching of Phonics in Bidford-on-Avon Primary School

At Bidford-on-Avon Primary school, **phonics skills** are taught in Key stage One through discrete daily phonics sessions (in ability groups) lasting about 20 minutes. The sessions ensure that the statutory requirements of the Primary National Curriculum for English 2014 are met, and follow the 'DFE approved scheme (Twinkl phonics)'. Phonics skills are consolidated through activities in other curriculum areas.

In addition, there is a spelling medium term scheme of work for Years 1-6.

Aims:

- end of Foundation Stage – most children secure at level 3
- end of Year 1- most children secure at level 5
- throughout Year 2 – level 6 - automaticity of phonic knowledge, moving into spelling rules
- KS2 – phonics for those children who still need it

Foundation Stage:

In Foundation Stage, children are taught levels 1, 2 and 3 of 'DFE approved scheme (Twinkl phonics)', and begin level 4.

During level 1 children:

- explore and experiment with words and sounds and experience different listening activities in the environment, including songs, stories and rhymes
- learn to distinguish some of the sounds in speech
- begin to blend and segment words orally

During level 2 children:

- learn around 19 letters
- orally blend and segment CVC (consonant, vowel, consonant) words e.g. cat, dog, hat
- blend and segment in order to read and spell VC (vowel, consonant)
- read words such as **if**, **am**, **on**, **up** and 'silly names' such as **ip**, **ug** and **ock**
- read the five tricky words **the**, **to**, **I**, **no**, **go**

During level 3 children:

- learn another 25 graphemes, most of them comprising two letters (consonant and vowel digraphs and trigraphs)
- continue to practise CVC blending and segmentation and apply their knowledge to read and spell some simple two-syllable words
- learn to read the tricky words **he**, **she**, **we**, **me**, **be**, **was**, **my**, **you**, **her**, **they**, **all**, **are** and to read and spell the tricky words: **the**, **to**, **I**, **no**, **go**
- learn the letter names
- learn to write each letter correctly when following a model

Year 1:

In Year 1, children are taught levels 4 and 5 of 'DFE approved scheme (Twinkl phonics)', and consolidate levels 1 – 3.

During level 4 children:

- consolidate their knowledge of level 2 and 3 graphemes in reading and spelling words
- learn to blend and read words containing adjacent consonants (CCVC, CVCC, CCVCC – eg strap, list, clap, grasp, strap)
- learn to segment and spell words containing adjacent consonants
- learn to read the tricky words **some**, **one**, **said**, **come**, **do**, **so**, **were**, **when**, **have**, **there**, **out**, **like**, **little**, **what**
- learn to spell the tricky words **he**, **she**, **we**, **me**, **be**, **was**, **my**, **you**, **her**, **they**, **all**, **are**
- learn to write each letter correctly starting and finishing in the correct place (see handwriting scheme)

During level 5 children:

- broaden their knowledge of graphemes and phonemes for use in reading and spelling

- learn new graphemes and alternative pronunciations, some of which they will have already encountered in high frequency words
- learn to choose the appropriate graphemes when spelling and begin to build up word-specific knowledge
- 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

Year 2:

During this year, the shift from learning to read to reading to learn takes place and children read for information and for pleasure. Most children will become able to read longer texts with increasing fluency. Children are encouraged to read with phrasing and to take account of punctuation to aid meaning. Much of the reading will now be silent and children will be gaining reading stamina as they attempt longer texts. They learn a range of comprehension skills to go beyond literal interpretation and recall, and to explore the greater complexities of texts through inference and deduction.

They still need to segment words into phonemes to spell them, but they also learn that good spelling involves not only doing this and representing all the phonemes plausibly but also, where necessary, choosing the right grapheme from several possibilities. They begin to learn spelling conventions or guidelines that generalise across many words. Children are taught to use a dictionary to check their spelling.

They learn how to proof-read their work as part of the writing process and to develop a fluent joined style of writing.

In Year 2, children are taught level 6 of 'DFE approved scheme (Twinkl phonics)', and consolidate levels 3 – 5.

In level 6, children:

- become increasingly fluent in the sounding and blending of words encountered in reading for the first time
- develop automaticity in reading, in particular, reliably recognising digraphs as representing one sound
- learn some of the rarer phoneme-grapheme correspondences
- explore spelling of words with prefixes and suffixes, doubling and dropping letters where necessary (e.g. hop/hopping, hope/hoping, hope/hopeful, carry/carried, happy/happiness)
- become increasingly accurate when spelling words containing unusual GPCs (e.g. [they](#), [there](#), [said](#), [laugh](#), [once](#), [two](#), [answer](#), [could](#))
- learn word-specific spellings – e.g. when phonemes can be spelt in more than one way, children learn which words take which spellings (e.g. [sea/see](#); [goal/pole/bowl/soul](#); [zoo/clue/flew/you](#))

Years 3 - 6:

Children continue to develop their fluency in reading during daily guided reading sessions which last about 25 minutes. During these sessions,

phonological knowledge and strategies for decoding unknown words are reinforced and practised by those children who still require it. Those who are not working at level 6 of 'DFE approved scheme (Twinkl phonics)' are targeted in Years 3 and 4 for further phonic support.

From Year 3 onwards, all pupils are taught spellings from the programmes of study in the National Curriculum by following the school's spelling scheme of work.

Planning

Weekly planning for the phonics sessions in KS1 is based on the review / teach / practise / apply model outlined in 'DFE approved scheme (Twinkl phonics)'. Children practise their skills using phonically decodable books aligned to their phonetic knowledge, which they take home.

Assessment

Phonics tracking grids are filled in by the class teacher each half term detailing the progress of each child against the 'DFE approved scheme (Twinkl phonics)' levels.

At the end of Year 1, children are evaluated using the Year 1 phonics screening test. Those children who do not pass are retested in Year 2.

These results are tracked throughout the school and used to inform the School Action Plan, monitor standards of teaching, and identify children or groups of children who may need intervention.

Date policy revised: 15/12/23