

Phonics at Greenmount Primary School 2021

Aims

- To secure phonics for reading, developing automaticity, fluency and understanding
- To teach pupils aural discrimination, phonetic awareness, sound discrimination, oral blending and segmenting and rhythm and rhyme.
- To ensure that pupils have the skills to segment and blend to read and tackle unknown words, reducing reliance as automaticity develops.
- To learn to read and write all 44 phoneme/graphemes in the English Language and understand the choices for reading and spelling.
- To teach pupils specific strategies to help them remember high frequency and common exception words
- To enable children to use phonic awareness across the curriculum.

Teaching

Nursery

- Phase 1 phonics is taught over 2/3 sessions weekly with key workers and nursery teacher.
- The staff use Floppy's Phonics picture talk books as a basis for new words and vocabulary.
- The Floppy's phonics picture books are used in small sets or on the IWB
- Activities include phase one phonics activities, knowledge and understanding activities and vocabulary activities.
- Phase 1 is taught continuously throughout the year. Phase 2 sounds are first introduced to the children in the Spring Term through use of Floppy's Phonics alphabet picture cards/ books and slides.
- See planning files and Tapestry for evidence.

Reception and KS1

- Floppy's Phonics is taught 5 times a week, at 9am
- Reception starting with 25 mins (Building up to 45 mins per day) Year One (1hr per day) and Year Two (45 mins + additional fluency/ Guided Reading and spelling).

- Children are grouped by ability groupings with 'spotlight children' having additional support within lessons and during afternoon 'keep up sessions' where we provide targeted support to fill gaps.
- The majority of children will be taught by their main class teacher and other groups are taken by trained 'Reading Teachers'
- Additional phonics boosting takes place in small groups daily to enable all children to 'keep up'
- All children have a 'Speed sounds' recap from the morning after lunch at 1pm and in Year One and Year 2 they apply the reading routine to real and pseudo words.
- We try to ensure that all children are taught in a Teaching V to enable to Reading Teacher to ensure 100% participation and give feedback immediately or support where needed.

Lesson Format Reception:

Day One Input on carpet:

- Recap sounds using sound cards. (carefully identified and delivered by teacher)
- Introduce key card (Lots of repetition) My turn/ Your turn- Make strong links to the grapheme/ phoneme and picture.
- Practise of the reading routine (My turn/ Your turn)
- Picture talk- children- in brief what is happening?
- Picture talk adult led- Say the word and say the sentence. My turn/ Your turn
- For 2/3 words ask where the new sound comes (beg, mid, end?)
- Show the children how to use the reading routine on the board
- Practise blending and segmenting a few words.
- Children practise the reading routine out loud. (Use Reading fingers pointing at texts for this)
- Ask children to use their phonics fingers and count the sounds- where can we hear...? Draw 2/3 letter lines and write the words that are on the original key card.

Teaching Day 2:

- Speedy sounds
- Model reading words on the back of the card
- Spelling practise
- Blending and segmenting practise with letter tiles and pocket chart.
- Children read the cumulative texts (Once they learn ck) and practise writing.

Year One Teaching of Phonics- (One new sound each day)

- Recap sounds using card pack- speedy so that children have lots of opportunities to revise and rehearse.
- Introduce key card (Lots of repetition) My turn/ Your turn
- Model reading 3 words on the board looking for the new sound in the word and then blending and segmenting. (Our Reading Routine)
- Picture talk- children- in brief what is happening?
- Picture talk adult led- Say the word and say the sentence. My turn/ Your turn
- For 2/3 words ask where the new sound comes
- Modelled reading of the reading routine on the board.
- Children use the partner practise books to practise their reading routine. They do the reading routine three times- once out loud, once in their head and once without overt sounding and blending.
- Ask children to use their phonics fingers and count the sounds- where can we hear...? Draw 2/3 letter lines and write the words that are on the original key card.
- Children write the word as a word without any gaps between sounds.
- Read and decode sentences (Cumulative texts)- circle words you don't understand and discuss as a class.
- Cumulative text to be used each day highlight sounds and then read and re-read the sentence with increasing fluency.

NB- Spotlight children to sit at the front- HA at the back- partners to be grouped by ability.

Common Exception or Tricky Words

These are words in which the English spelling code works in an unusual or uncommon way. They are not words that phonics 'doesn't work,' for but they may be exceptions to spelling rules or words that use a particular combination of letters to represent sound patterns in a rare or unique way.

The teacher introduces any common exception words when reading aloud cumulative sentences in phonics sessions and teaches the reading of these words during short timetabled slots during the week.

Children are given opportunities to practise these as flashcards or slides and are expected to read ones that have been introduced quickly.

These words are sent home in book bags and the children are tested on these each week

1:1 Readers

Children read 1:1 with an adult each week and year 6 Reading Champions visit classes daily to boost skills for reading and understanding of the text. We also use partnership/ parent/ grandparent/ governor volunteers to act as excellent role models

and share their love of books. Books and book bags are sent home each night and every pupil has a reading record to enable school/ parent communication. In Reception and KS1 children receive rewards when they read at home and this is communicated in the reading record. Children move up the mountain and receive a prize when they reach a certain amount of times.

Catch up

Reception, Year 1 and Y2 pupil receive additional catch up in the afternoons. Here they practise speedy sounds, re-read words taught during the morning phonics session and practise their independent blending and segmenting skills.

Monitoring and Assessment

Testing takes place half termly on the phonemes and high frequency words taught and on blending and segmenting skills using Floppy's phonics trackers. The test results are analysed by the Reading Leader and class teachers and next steps for each child are put into place.

In Year One pupils are also assessed on the PSC at the end of each term and tracked accordingly. We know which children are on track and can target children as a result of these tests.

Assessment and Reporting

Each year group will have a half termly summative assessment on the phonemes and common exception words taught, and their blending, segmenting reading and spelling skills.

All pupils in Year One will be screened using the Statutory Assessment materials, over a set week in June. This consists of 40 words for the pupils to read on an individual basis to their teacher. Twenty words are 'real,' twenty are pseudo/nonsense words. If a pupil in Year One does not achieve the national threshold, they will be retested when they are in Year Two. This Data will be submitted to the Local Authority.

Home/ School Partnership- Parental Involvement

- Reading workshops are provided for parents to come in and learn about the way that phonics is taught. Children visit the event with parents and model a phonics lesson to them. Teachers are given the opportunity to offer advice for supporting phonics at home.
- In addition to this phonics folders go home every Friday in KS1 enabling children to practise work they have done in class that week.

- Children read Floppy's phonics texts that are carefully matched to their phonics skill and ability and a member of staff reads the book with the child before it goes home to ensure that the child is able to read the text and feels confident.
- Parents attend bedtime storytimes and reading focussed stay and play to encourage reading at home.
- Homework reminders are given verbally, in homework books, and through letters and text reminders.

Equal Opportunities

All children should be given equal opportunities to develop their English abilities regardless of race, gender, religion, ethnic group, culture or ability.

Special Needs

Children who are on the SEND register and who have specific educational needs will be planned for in KS1 and offered phonics catch up in KS2. These children will be supported by SENCO and teachers advised.

ICT

Children have access to classroom mini laptops- Asus and interactive whiteboards with Floppy's phonics games and resources.

The school will be supporting parents and children in accessing the E books allocated to them with Phonics Bug and Bug Club and the school has issued information about supportive online games and websites available to help children develop their phonics skills at home.

Time and organisation

X 5 45/ 1 hour minute sessions daily (Reception and Key Stage 1)

X 5 10 minute sessions daily for catch up (Reception and Key Stage 1)

x 1 weekly 1:1 read with TA or Reading Champion

x 4 Guided Reading sessions weekly (Key Stage 1)

x 5 half hourly literacy sessions

- Children across the key stage and in EYFS will be taught phonics in a teaching V facing the reading teacher.
- Spotlight children will sit in central spots to receive additional support where needed.
- Children will be taught to sit as readers correctly in their chair and with their feet on the floor, fingers ready to follow the text.
- When reading

Resources

All reading teachers will be fully resourced during phonics teaching and be responsible for the maintenance of these resources.

Reading schemes: Floppy's Phonics

Teacher's handbook

Online resources for teaching

Worksheets

Books

Matched fully decodable books

Cumulative texts

Phonics frieze

Flashcards

Letter tiles

Phonics pocket

Phonics homework wallet

Spelling phonics books year one and year 2

Class Library

The Role of the Headteacher

- To ensure that the National Curriculum is implemented.
- To encourage and support the subject leaders approach to English development across the Curriculum.
- To support and encourage all staff in the teaching of English.
- To promote English in school.
- To make necessary resources available to enable the development of English.

The Role of the Subject Leader

- To promote English across school.
- To provide good examples of the teaching of Phonics in the classroom.
- To make resources available.
- To plan for future development through action plans.
- To review and monitor the planning and teaching of Phonics.
- To work alongside staff when required.
- Attend relevant courses and give information back to staff.
- Arrange INSET courses for staff.
- Support colleagues
- Encourage parental involvement.

Role of the Staff

- To ensure that phonics is used in the classroom in line with the National Curriculum.
- To implement any changes in the teaching of phonics, with the support of the Headteacher and Subject leader.
- To ensure that there is equality of opportunity in the teaching of phonics.
- To inform the co-ordinator of any problems which may arise in the implementation of phonics.
- Teach and assess the children in phonics.

Role of the Governing Body

- The Governors will monitor the development and implementation of Phonics in school.

Review

This policy is to be reviewed every 2 years

Name: Hannah McGuire

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