



# Phonics policy

November 2022

At Brinsworth Howarth Primary School, we are passionate about our phonics teaching and learning. We strive to ensure that all children become successful, fluent readers and confident, accurate spellers. This policy is aimed at reinforcing a consistent, high quality approach to the teaching of phonics across the Foundation Stage, Key Stage One and Key Stage Two.

## Intent

At Brinsworth Howarth Primary School, we intend to foster an outstanding approach to phonics teaching by:

- Having a consistent approach to the teaching of phonics and spelling through the whole school by using the Sounds-Write programme.
- All staff show fidelity to the Sounds-Write programme.
- Ensuring that children are given ample practice of the skills blending, segmenting and phoneme manipulation.
- Ensuring that phonic lessons are delivered with pace and that no child is left behind.
- Ensuring all children can apply their phonic knowledge in reading and writing regardless of their background, needs or abilities.
- Ensuring that the children have access to books that are linked to Sounds-Write's cumulative progression and are aligned to what they have been discreetly taught.
- Implementing a robust and comprehensive diagnostic assessment, which enables us to identify weaknesses and strengths and provide swift intervention.
- Having a consistent approach to teaching through errors.

Consistent high-quality phonics teaching will ensure that the children are ready for their next stage of learning and will grow to be life long readers and writers.

The following table indicates the expectations that should be reached for FS, Year One and Year Two, with regard to phonics teaching, by the end of each respective half term.

	Autumn Term	Spring Term	Summer Term
FS1	<u>Phonological Awareness</u> Sound Discrimination: - Environmental sounds - Instrumental Sounds	<u>Phonological Awareness</u> Sound Discrimination: -Body Percussion - Alliteration -Oral blending and segmenting	<u>Phonological Awareness</u> -Oral blending and segmenting <u>Getting Ready for Sounds-Write</u>
<u>FS2</u> The Initial Code	Unit 1 – a i m s t Unit 2 – n o p Unit 3 – b c g h Unit 4 – d f v e Unit 5 – k l r u Unit 6 – j w z	Unit 7 – x y ff ll ss Unit 8 – VCC and CVCC Words Unit 9 – CCVC Words Unit 10 – CCVC, CVCCC, CCVCC Words	Unit 11 – sh, ch, th, ck, wh, ng, <q> and <u>
<u>YEAR 1</u> The Extended Code	Units 1,2,3,4,5,6,7,8	Units 9, 10, 11, 12, 13, 14, 15, 16, 17	Units 18, 19, 20, 21, 22, 23, 24, 25, 26
YEAR 2	Units 23, 24, 25, 26, 27, 28, 29, 30	Units 31, 32, 33, 34, 35, 36, 37, 38	Units 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50

## Implementation

At Brinsworth Howarth Primary School, we follow the Sounds-Write phonics programme. All staff use this document to ensure fidelity and consistency.

### **Discrete phonics teaching**

All children will receive a daily phonics lesson for a minimum of 30 minutes per day. The key skills of blending, segmenting and phoneme manipulation will be practiced until the children develop automaticity.

Sounds-Write focuses on the following conceptual knowledge:

- Letters are symbols that represent sounds, moving from left to right across the page
- A sound can be spelt with 1, 2, 3 or 4 letters
- The same sound can be spelt in more than one way
- A spelling can represent more than one sound

Lessons will be fast paced and motivating to the children. All children will actively participate in the daily lesson.

Follow up activities, intervention and reading will be completed outside of the daily lesson. Wherever possible, intervention will be carried out in the moment in order to ensure that no child is left behind in the lesson.

Assessment of phonics occurs mainly during lessons. As children move through the code, there may be a need to carry out a diagnostic assessment to identify any difficulties a child may be having and ensure that intervention is put in place rapidly. Likewise, a child joining from another school who has not accessed the Sounds-Write approach, may also access a diagnostic assessment to help staff to judge the support needed to catch up and access the whole class lesson.

### **Phonics into reading**

Children are taught to read through the Sounds-Write phonics programme. The school has adopted the Sounds-Write reading scheme along with the Dandelion Launchers and Dandelion Readers, which support the progression of sounds within the Sounds-Write programme.

Children will take home a reading book in line with their phonics teaching, and alongside this they may later bring a choice book to help them to practice their fluency. Typically, the child's reading book will be targeted at one or two units prior to the one where they are currently working. This is to allow for practice and to ensure that the children can be successful on their reading journey.

## **Impact**

All pupils make sufficient progress to meet or exceed age related expectations for the year group. The impact of high-quality teaching of phonics will be evident through:

- Children developing automaticity with the three skills of blending, segmenting and phoneme manipulation.
- Children have mastery of the code they are working on.

- Children applying their knowledge within their reading.
- Children spelling accurately with the sounds they have practiced
- Children through school have a consistent approach to reading and spelling words that they find difficult.
- Percentage of children achieving a pass in their phonics screening and rescreening in year 2 exceeds that of the LA and national figures.

All staff in school have a shared responsibility for the implementation of this phonics policy.