



Burton End Primary Academy Phonics Policy **February 2021**

At Burton End Primary Academy, we love reading. We strive to ensure that all children become successful and fluent readers by the end of Key Stage 1. We believe this is achievable through a combination of strong, high quality, discrete phonics teaching combined with a literature-rich approach that promotes a 'reading for pleasure' culture. We aim for all of the children at Burton End to leave school at the end of Key Stage 2 with a genuine passion for reading and to have obtained all of the skills they need to tackle any book of their choosing.

Our Aims:

- To establish consistent practice, progression and continuity in the teaching and learning of phonics throughout the school with a focus on quality first teaching.
- To ensure that systematic synthetic phonics (following the Success for All- SFA phonics programme) is the first approach pupils use to help with their reading and spelling.
- To have robust assessment procedures to check progress and identify pupils in need of intervention.
- For pupils to apply their phonic knowledge in their reading and writing across the whole curriculum.
- For pupils to develop a love of reading and enjoy reading for pleasure, confidently across a range of genres.

Our Objectives:

- For our children to learn to read and write all 44 graphemes in the English language.
- To encourage the use of segmenting and blending so that decoding skills provide a solid foundation for reading, writing and spelling.
- To ensure children have specific strategies to identify and decode common exception words (tricky words).
- To ensure that the teaching of phonics is lively, interactive and investigative.
- To encourage children to apply their phonic skills in all curriculum areas.

SFA Fast-track Phonics:

The SFA fast-track phonics scheme is a systematic, sequential program that makes learning fun, fast, and easy. In addition to engaging instruction, pupils have daily opportunities to practice working on phonemic skills and strategies and apply what was learned when reading phonetically regular text. We aim to develop confident, independent, strategic readers that are prepared for KS1 and KS2 and beyond

What is Phonics?

- Phonics is the knowledge of how alphabetic sounds work and how these sounds are combined to correspond to the spoken word.
- It includes the skills of blending for reading and segmentation for spelling.
 - Blending is the skill of building words by merging phonemes together, this is used when reading words.

-Segmentation is breaking down a word into its component phonemes, this is used when spelling words.

- A phoneme is the smallest unit of sound in a word. It is generally accepted that there are 44 different phonemes in the English language. In phonics the children are taught each of these phonemes and the alternative graphemes (different ways of writing) these phonemes.
- A grapheme is the written symbol of a phoneme; some phonemes are written with two letters – these are called digraphs. Some phonemes are written with three letters – these are called trigraphs.
- Split digraphs are two letters that make one sound, but the letters are not adjacent in a word (they are split by another letter).
- High frequency words (or tricky words) are words which children are unable to read using their phonic knowledge. These are taught as a whole word.

Phonics in the Early Years:

Nursery:

In Nursery, they follow the SFA kinder roots phonics scheme. Lessons take place daily and last for 5-10 minutes at the start of the year- but this increases as the children's listening and concentration skills improve. In Nursery, the children are at different levels of development, so those who need additional support, are targeted during free play. Intervention sessions are also delivered in small groups and 1:1. Phonic sessions take a range of forms, including whole group rhyme time, listening games using environmental sounds and instruments, whiteboard activities, oral blending and alliteration, lots of adult modelling and reading and listening to stories. As well as discrete sessions, phonics is modelled and supported throughout all activities during the day.

Reception:

In Reception, the children are taught through a combination of SFA kinder Roots and the phonics fairy. Phonics fairy is a story based phonics programme which supports the fast-track phonics taught as part of the children's roots sessions. Children are assessed during the autumn term as a baseline and these assessments are revisited throughout the school year. Initially, the children all attend the phonics sessions together but are then grouped according to ability, to allow for specific areas of need to be met.

Phonics sessions are taught discretely for at least 30 minutes a day; supporting activities are placed in the environment to reinforce the skills learnt. Lessons take many forms and are designed to be interesting and exciting for the children. These may take the form interactive whiteboard activities, phonic games, SFA activities (e.g. say-it-fast or break it down), phonic fairy activities, reading key words and writing words on individual whiteboards. Children who require further support are also provided 1:1 or 1:1 reinforcement sessions.

During the children's 'write away' sessions in the afternoons, phonics skills are revisited as well as sentence structure and independent writing.

Phonics in Key Stage 1:

Year 1:

In Year 1 children continue to learn synthetic phonics using the SFA fast-track phonics and their reading using the SFA 'Roots' programme. For our early readers this encompasses a phonics session which works from Phase 1 phonics through to Stage 5. The children begin each session with a chosen sound. They practice this through rhyming and flashcards. They then read a 'story' which repeats the sound in real words. The SFA books looked at cover phonics from phase 2 to phase 6.

Phonic sessions are part of the structure of an SFA lesson and are taught daily. During these sessions the children will be taught the phonemes in the specific order, according to SFA fast-track phonics and there is frequent repetition of previous sounds learnt. These sessions include SFA phonics activities such a break-it-down, say it fast and stretch and read as well as opportunities for the children to write new letters, words and sentences to reinforce their learning. Phonics is differentiated so that all of the children can access the learning, no matter their ability level. Regular interventions take place when required and specific interventions,

such as SFA's Tutoring with Lightning Squad, allow further support and development of understanding. The children are assessed regularly throughout the year on their phonological understanding and comprehension skills, this allows teachers to adapt sessions to support the needs of their specific groups.

Year 2:

In year 2, the children continue with fast-track phonics. Upon entering year 2, most children have a strong understanding of most phonemes taught, so the programme focuses on revision and application. Lessons follow the same format as Year 1; alongside discrete teaching- the children are given opportunities to write words and sentences to apply the taught sounds and to begin to make comparisons between phonemes that sound the same, but are spelt differently, e.g. wait and wate.

As the children move on from the 'Roots' programme to 'Wings' the lessons will also include spelling sessions. focusing on word families, spelling patterns and understanding how to select the correct sounds. Wings books give the children chance to apply their phonic knowledge in 'real' books, which provides context to what they are reading.

Children in years 1 and 2, children who need further support will have further support through the SFA Tutoring with Lightning Squad programme, which will support their reading, spelling and comprehension. This a computer based programme supported by a trained LSA. The programme is bright and colourful and provides the children opportunities to practice and apply their knowledge in an interactive and sometimes 'game-like' way.

Explorers class:

In Explorers class, phonics is taught using the SFA fast-track programme and elements from Jolly Phonics. The lessons are tailored specifically to the diverse needs of the group. Phonics sessions are taught daily with the addition of 'time to talk Tuesdays' and 'Phonics Thursdays'- where the adult directed tasks are phonics/speech based.

In Explorers, phonics learning begins with focusing on Phase 1 phonics which concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work which starts in Phase 2. The emphasis during Phase 1 is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills.

Lessons are very interactive and include games and songs. Activities tend to be visual, noisy and fun as this aids retention. Most lessons will also focus on specific targets from children's EHCPs or set by the Speech and Language Therapist.

Phonics in Key Stage 2:

Lower KS2- Years 3 & 4

In Year 3, phonics sessions are included in the children's SFA lessons, as well as this, the children learn word families and spelling rules. Phonics sessions in KS2 will follow all the principles and practices as set out above and in SFA fast-track phonics document. Children who require further support have phonics sessions as an intervention delivered by teaching assistants and tracked by the class teacher. SFA phonics assessments are regularly undertaken to make sure individual gaps are targeted.

As in Key Stage 1, children who need further support will have further support through the SFA Tutoring with Lightning Squad programme.

Upper KS2- Years 5&6

Children who still need further help with phonics in Upper Key Stage will continue to receive similar interventions as in lower KS2. Small group interventions take place to target specific needs and provide children with the skills they need to read independently.

Equality and SEND

All of our pupils will have equal access to phonics lessons and resource available. Throughout the school, phonics is a priority for all of our children. All efforts are made to support children with their learning, focusing on specific gaps in learning. Pupils with special needs will be identified and work within their individual level. If needed, they will have an individual action plan and work with support under the direction of the class teacher and SENCO. A range of techniques are used to support these 1:1 or small group sessions, including flash cards, games, stories and online resources.

Classroom environment

In the EYFS and KS1 teachers will develop phonics displays within their classroom which focus on the phonemes and key words they have been concentrating on in their phonics sessions, including SFA phoneme cards and red and green words from the 'Roots' shared stories. There will be regular opportunities for pupils to engage with these phonics displays and activities in order for them to reinforce their learning from the daily session and for 'over learning' to happen. All EYFS and KS1 classrooms will have a display of SFA phoneme friezes and tricky words as appropriate to the year group and ability of the children. Each class will have a set of SFA phoneme flashcards and tricky words as appropriate for the year group and ability of the children. An Alphie puppet (the alligator mascot for fast-track phonics) will be used during phonics lesson to support learning and keep the children engaged.

In reception and year 1, phonics based activities will be placed in the continuous provision environment for the children to access during choosing/COOL time. Children will access these independently or with adult support.

Assessment

Children's progress in developing and applying their phonics knowledge is carefully assessed and monitored using an ongoing SFA tracking document- which moves on with the children year on year. Teachers use daily phonics sessions to monitor children's progress and assess children through their writing and reading. The English and Phase leaders will collect in data from these tracker sheets each term to identify the progress children are making throughout the school. It will also allow SLT to identify gaps in learning within classes and year groups and any trends across Key Stages enabling these areas to be addressed.

Year 1 Phonics Screening Check

In the summer term, all children in year 1 will undertake the National Phonics Screening Check. This is an assessment carried out in school during which the children will be assessed on their ability to segment and blend a range of 40 real and 'alien' words. Alien words are a selection of phonetically decodable nonsense words. The words in this assessment will gauge the understanding of the children's understanding of the phonemes learned and give the school the knowledge of where the gaps are. If the children are not secure in recognising, segmenting and blending these words and therefore do not pass the assessment, they will be offered further support as they enter Year 2 and will be able to repeat the assessment in the summer of year 2. This assessment also allows us to put in specific and personal support for those children who require additional assistance. If a child does not meet the expected standard in Year 2 then phonics teaching and learning will be continued into Key Stage 2. At this point, the child will also be monitored by the SENCO to assess for additional needs.

Appendix 1:

Phonics Vocabulary

Word	Definition
Phoneme	The smallest single identifiable sound e.g. the letters 'sh' represent just one sound, but 'sp' represents two /s/ and /p/
Grapheme	A way of writing down a phoneme. It can be made up from one, two, three or four letters. e.g. g, sh, igh, ough
GPC	Grapheme Phoneme Correspondence means being able to match a phoneme to a grapheme and vice versa.
Consonant	A sound represented by any letter of the English alphabet except a, e, i, o, u.
Vowel	A sound represented by a, e, i, o, u.
Digraph	A grapheme containing two letters that makes just one sound (phoneme) e.g. sh, ch, th, ph
Vowel Digraph	Two vowels which together makes one sound e.g. ai, oi, oo
Split Digraph	Two letters split making one sound e.g. a-e in make or i-e in site
Trigraph	A grapheme containing three letters that makes just one sound (phoneme) e.g. igh, air, ear
Consonant Blend	Sounds in syllable represented by two or more letters that are blended together without losing their own identities e.g. bl, gr, br, tw
Oral Blending	This involves hearing phonemes and being able to merge them together to make a word. Children need to develop this skill before they will be able to blend written words.
Blending	This involves looking at a written word, looking at each grapheme and using knowledge of GPCs to work out which phoneme each grapheme represents and then merging these phonemes together to make a word. This is the basis of reading e.g. s-n-a-p blended together reads snap
Oral Segmenting	Hearing a whole word and then splitting it up into the phonemes that make it. Children need to develop this skill before they will be able to segment words to spell them.
Segmenting	Hearing a whole word and then splitting it up into the phonemes that make it. Using knowledge of GPCs to work out which graphemes represent those phonemes and then writing those graphemes down in the right order. This is the basis of spelling. e.g. cat has three phonemes /c/ /a/ /t/
Code Chart	The chart with all the possible ways of making one sound.
Sound Lines	The line that goes under each sound. e.g. c a t has three sound lines sh i p also has 3 sound lines.
Mnemonic	A device for memorising and recalling something.

Appendix 2:

44 phonemes taught in Fast-track phonics

Our language is made up of 44 phonemes:

24 consonant phonemes and 20 vowel phonemes

Every time we open our mouths to speak we use these phonemes. Phonemes are the smallest unit of sound we can hear or speak in each word.

Children are taught both how to read and write them:

There are 24 consonant phonemes:

/b/ as in ball
/c /k/ caterpillar
/d/ dinosaur
/f/ flower
/g/ girl
/h/ horse
/j/ jump
/l/ leg
/n/ net

/p/ parrot
/r/rabbit
/s/ snake
/t/ tower
/v/ vulture
/w/wh/ worm
/y/ yo-yo
/z/ zip
/x/ fox

/ng/ sing
/sh/ shoe
/ch/ chew
/qu/ queen
/th/ thumb

There are 20 vowel phonemes:

/a/ cat
/e/ hen, bread
/i/ pig
/o/ dog
/u/ bug

/ay/ play, make, train
/ee/ see, be, tea
/igh/ high, kite, tie, try
/ow/ blow, goat, smoke

/oo/ book
/or/ fork, saw, ball, door
/ar/ shark, grass
/ir/ girl, turn, her
/oo/ food, blue, true

/oi/ boy, boil
/air/ hair, bear, care
/ire/ fire
/ear/ hear

Appendix 3:

SFA phonics mat showing sounds taught

