

Southminster Church of England
Primary School

Phonics



Phonics policy: February 2023

Review Date: February 2024



Phonics at Southminster

At Southminster, we are committed to the delivery of excellence in the teaching of Phonics. We aim to develop each child so that they are able to read with fluency as well as develop a love of reading.

We use the systematic and structured phonics programme, Read, Write Inc. Read, Write, Inc is in line with the Systematic Synthetic Phonics (SSP) teaching principles described in the 'English programmes of study: key stages 1 and 2 – National curriculum in England'.

Why we use Read, Write, Inc.:

- The Read, Write, Inc. programme teaches the letter/s-sound correspondences of the English alphabetic code explicitly and comprehensively for reading, spelling and handwriting.
- Systematic and structured with inbuilt rigorous revision to ensure the success of every child.
- Includes the character of Fred the Frog, with hundreds of colour picture cards and books to engage children fully for the phonics teaching & learning, vocabulary enrichment and language comprehension.
- Rigorous teaching sequence ensuring the phonics teaching & learning is straightforward, effective and allows for differentiation in simple, but effective, ways.
- Builds up knowledge of word banks and vocabulary for reading over time where words are spelt with the same letter/s-sound correspondences.
- Designed to inform parents/carers routinely and to work in partnership with them wherever possible
- The order of introducing the 44 sounds of the English language matches the order in 'Letters and Sounds' (DfES, 2007).

Initially children's listening skills are developed through the use of music, environmental sounds and rhyme. During their journey through the Early Years Foundation Stage and Key Stage 1 they are taught the 44 phonemes (sounds) that make up all the sounds required for reading and spelling. These phonemes include those made by just one letter 'b as in bed' and those that are made by two 'ai as in rain or three letters 'igh as in high'.

Children are taught the key skills of blending sounds together for reading and segmenting (breaking up) words for spelling. As the children grow in confidence and experience, they are introduced to alternative ways of representing the same sound, eg 'ee' can be represented as 'ee, as in bee', 'ea as in tea', 'e-e as in theme' and 'e as in we'. They also learn when to apply simple spelling rules and use verbs in the correct tense.



Teaching and Learning

Lessons follow the structure outlined below through the teaching of skills and sub-skills:

- **REVISIT & REVIEW:** Revise previously taught sounds and graphemes using flashcards, frieze and Say the Sounds Posters.
- **TEACH:** Introduce new sound and grapheme using flashcards, frieze and the Interactive Resources.
- **PRACTISE:** Pupils practise new and revised sounds and graphemes with the sound cards.
- **APPLY:** Pupils extend their core skills with words and sentences using a mix of online games, cumulative texts and phonics reading books.
- **CONSOLIDATE:** Pupils use the Read, Write, Inc. books to consolidate code knowledge and their skills.
- **PRACTISE READING:** Pupils read Read, Write, Inc. fiction and non-fiction books as independently as possible related to the sounds that they have been learning.

Feedback will be given throughout the lesson to individuals to move learning forwards and drive progress. Children will be given extensions to learning opportunities to apply phonemes in context. Other adults will impact learning throughout the whole phonics lesson by using questions and reinforcement of key strategies taught with individuals.

Home-School Link

Children will take home a phonics book that links to sounds taught in class. This will give them the opportunity to practice their new learning with their family at home, especially when reading aloud. Additionally, they will also have a 'Reading for Pleasure' book to share that may not be entirely decodable but that they can read with the support of a family member for enjoyment. To ensure that the children are successful in these crucial years of their schooling, we seek the support of parents to fully assist their children with their early reading by encouraging them to use all of these resources at home.

Supporting our pupils

All children will be fully included in all aspects of phonics teaching and the class are taught as a whole class. All children will be appropriately supported and challenged by teachers and support staff using scaffolding, verbal support and/or extension challenges for the most able. Children who do not meet the required standard in the phonics check at the end of Year 1, will continue in small phonics groups in year 2 and they will be rescreened.

If there are children who are consistently struggling to retain knowledge they may be identified for additional support. This could be by going over their learning again as a small group with additional adults or using more specialist interventions. Specialist intervention will be referred to the SENCO and will only be considered after quality first teaching strategies have been exhausted. This will facilitate those children receiving any help they require in order to attain the standards of achievement expected within their year group.





Supporting our pupils in KS2

In some cases, there will be children who did not pass their phonics screening in KS2. All of our staff have been trained in the delivery of phonics using the Read, Write, Inc. Programme and so KS2 children also have access to trained phonics leaders. Children will participate in interventions in KS2 to enable them to decode and spell effectively so that every child leaves us as a competent reader.

Assessment

Every year children throughout the country take part in a phonic screening check during a week in June. Children in year 2 also take the check if they do not achieve the required result when in year 1 or they have not taken the check before.

The check contains 40 words. Each child sits one to-one with their teacher and reads each word aloud. The check takes approximately 10 minutes per child, although all children are different and will complete the check at their own pace. The list of words the children read is a combination of 20 real words and 20 pseudo words (nonsense words). The children are used to reading these words in their phonics lessons. We call them 'Alien words'.

Practice sheet: Real words	Practice sheet: Pseudo words
in	ot 
at	vap 
beg	osk 
sum	ect 

Nonsense words are included because they will be new to all pupils; they do not favour children with a good vocabulary knowledge or visual memory of words. The children will know if the word they are reading is a nonsense word because there will be a picture of an alien next to it.

To find out more about the Phonics Screening Check, click here: <https://home.oxfordowl.co.uk/at-school/primary-school-assessment-tests/year-1-phonics-screening-check/>

Parents are informed of their child's progress regularly through Parents' Evenings, reports, meetings and informal conversations with their child's class teacher. Additionally, parents are also told their child's phonics results at the end of the school year.

Progression in Phonics Knowledge



EYFS	Sounds that children will focus on
Autumn Term	S, a, t, p, i, n, m, d, g, o, c, k, e, u, r, h, b, f, l, j, v, w, x, y, z, ck
Spring term	sh/ch/th/ss/ff/l/z/ng/qu ee/oo/ai/oa/ow igh
Summer Term	ar/or/ur/wh/er/wh/nk/dge/ea/ve/tch/ure

Letters and Sounds phase	Oxford Level	Read, Write, Inc. Sounds Book	Sounds/ graphemes	
Phase Four	Level 4	Book 19 Revise and Blend	a e l o u s t p n m d g c k c k r h b f f l l l e s s j v w x y z z z qu	<p>Children in Year 1 will complete their spelling objectives through the teaching of Phonics and within writing lessons. The following objectives MUST also be covered explicitly to ensure that the children are prepared for the curriculum in Year 2.</p> <ul style="list-style-type: none"> • Adding s and es to words (plural of nouns and the third person singular of verbs) • Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word • Adding -er and -est to adjectives where no change is needed to the root word • Adding the prefix -un • Compound words
		Book 20 Revise and Blend	Ch sh th ng nk ai ee igh oa oo o oar or ur ere r ow oi ear air	
Support children with split digraphs: a_e, e_e, i_e, o_e, u_e				
Phase Five	Level 4	Book 21 Revise and Stretch	/ai/ ai ay /oi/ oi oy /ee/ ee ea /igh/ igh ie	
		Book 22 Revise and Stretch	/oa/ oa ow /yoo/ue ew /oo/ oo ew /ou/ ow ou	
		Book 23 Revise and Stretch	/ur/ ur ir /or/ or aw /eer/ ear eer /air/ air are	
		Book 24 Revise and Stretch	/s/ s ce /e/ e ea /u/ u o ed/ d/ t /	
Phase 5	Level 5	Book 25 Alternative Spellings	/ai/ ai ay eigh ey /ai/ a a-e ae ea /ee/ ee e y ey /ee/ ea e-e ie	
		Book 26 Alternative Spellings	/igh/ igh l y /igh/ ie i-e /oa/ oa ow o /oa/ oe o-e ough eau	
		Book 27 Alternative Spellings	/s/ s ss se ce /s/ ce ci cy /s/ sc st /e/ e ea	
		Book 28 Alternative Spellings	/j/ j ge gi gy /j/ ge dge /ul/ le el /ul/ al il	
		Book 29 Alternative Spellings	/yoo/ ue u /yoo/ ew u-e eu /oo/ oo u-e o ou -ough /oo/ ue ew ui u	
		Book 30 Alternative Spellings	/oi/ oi oy /ou/ ow ou ough /or/ or our /or/ aw au al war quar	
		Book 31 Alternative Spellings	/ur/ ur ir er /ur/ ear wor /u/ u o ou our /ar/ ar a al	
		Book 32 Alternative Spellings	/zh/ s si ge /w/ w wh u /f/ f ff /f/ ph gh	
		Book 33 Alternative Spellings	ch/ ch/ k/ sh ie/ igh / ee ow/ ou/ oa a/ a / ai/ wa/ o/ alt / o	
		Book 34 Alternative Spellings	/ch/ ch tch /chu/ ture /sh/ sh ch /sh/ ti ci ssi sci /g/ g gu gue gh	
Book 35 Alternative Spellings	/ear/ ear eer ere ier /air/ air are ear ere /n/ n nn kn gn /r/ r rr wr rh			
Book 36 Alternative Spellings	/m/ m mm mb mn /k/ c k ck ch qu que /or/ or ore our oor oar /or/ aw al augh ough			



GLOSSARY OF TERMS USED: (THANKS TO THE LITERACY TRUST)

- blend — to draw individual sounds together to pronounce a word, e.g. s-n-a-p, blended together, reads snap
- segment — to split up a word into its individual phonemes in order to spell it, e.g. the word 'cat' has three phonemes: /c/, /a/, /t/
- digraph — two letters making one sound, e.g. sh, ch, th, ph.
- vowel digraphs comprise of two vowels which, together, make one sound, e.g. ai, oo, ow
- split digraph — two letters, split, making one sound, e.g. a-e as in make or i-e in site
- grapheme — a letter or a group of letters representing one sound, e.g. sh, ch, igh, ough (as in 'though')
- grapheme-phoneme correspondence (GPC) — the relationship between sounds and the letters which represent those sounds; also known as 'letter-sound correspondences'
- mnemonic — a device for memorising and recalling something, such as a snake shaped like the letter 'S'
- phoneme — the smallest single identifiable sound, e.g. the letters 'sh' represent just one sound, but 'sp' represents two (/s/ and /p/)
- VC, CVC, CCVC — the abbreviations for vowel-consonant, consonant-vowel-consonant, consonant-consonant-vowel-consonant, which are used to describe the order of letters in words, e.g. am, ham, slam.



SOUTHMINSTER
C OF E PRIMARY SCHOOL

Read Write Inc Phonics

SET 1		SET 2		SET 3	
Sound	Rhyme	Sound	Rhyme	Sound	Rhyme
m	Down Maisie then over the two mountains. Maisie, mountain, mountain.	ay	May I Play?	ea	Cup of tea
a	Round the apple, down the leaf.	ee	What can you see?	oi	Spoil the boy
s	Slide around the snake	igh	Fly high	a-e	Make a cake
d	Round the dinosaur's back, up his neck and down to his feet.	ow	Blow the snow	i-e	Nice smile
t	Down the tower, across the tower.	oo	Poo at the zoo	o-e	Phone home
i	Down the insects body, dot for the head.	oo	Look at a book	u-e	Huge brute
n	Down Nobby and over the net.	ar	Start the car	aw	Yawn at dawn
p	Down the plait, up and over the pirates face.	or	Shut the door	are	Care and share
g	Round the girls face, down her hair and give her a curl.	air	That's not fair	ur	Nurse with a purse
o	All around the orange.	ir	Whirl and twirl	er	A better letter
c	Curl around the caterpillar.	ou	Shout it out	ow	Brown cow
k	Down the kangaroo's body, tail and leg.	oy	Toy for a boy	ai	Snail in the rain
u	Down and under the umbrella, up to the top and down to the puddle.			oa	Goat in a boat



SOUTHMINSTER
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of 1	u	Down and under the umbrella, up to the top and down to the puddle.			oa	Goat in a boat
	b	Down the laces, over the toe and touch the heel.			ew	Chew and stew
	f	Down the stem and draw the leaves.			ire	Fire fire
	e	Slice into the egg, go over the top, then under the egg.			ear	Hear with your ear
	l	Down the long leg.			ure	Sure it's pure
	h	Down the horse's head to the hooves and over his back.				
	sh	Slither down the snake, then down the horse's head to the hooves and over his back.				
	r	Down the robot's back, then up and curl.				
	j	Down his body, curl and dot.				
	v	Down a wing, up a wing.				
	y	Down a horn, up a horn and under the yak's head.				
	w	Down, up, down, up the worm.				
	th	Down the tower, across the tower, then down the horse's head to the hooves and over his back				
	z	Zig-zag-zig, down the zip.				
	ch	Curl around the caterpillar, then down the horse's head to the hooves and over his back.				
	qu	Round the queen's head, up to her crown, down her hair and curl.				
	x	Cross down the arm and leg and cross the other way.				
	ng	A thing on a string.				
	nk	I think I stink.				