



## Phonics Policy

### Aims

- To teach pupils phonic awareness and rhyme awareness in order to encourage good spelling.
- To encourage repetition and consolidation, so that spelling becomes automatic.
- To encourage pupils to segment and blend.
- To learn to read and write all 44 graphemes in the English language.
- To teach pupils specific strategies to help them remember tricky words.
- To ensure that the teaching of phonics is lively, interactive and investigative.
- To encourage pupils to apply their phonic skills in all curriculum areas.

High-quality phonic teaching secures the crucial skills of word recognition that, once mastered, enable children to read fluently and automatically therefore allowing them to concentrate on the meaning of the text. By securing automatic decoding skills through daily phonics lessons taught at Coldfair Green, children will progress from 'learning to read' to 'reading to learn' for purpose and pleasure. As children develop their phonetic awareness and read fluently, their understanding and comprehension of the various text types will advance.

### Overview of Phonics at Coldfair Green

- Where possible a multi-sensory approach is used to cater for all visual, auditory and kinaesthetic learners. Sessions should include opportunities for active involvement and creative activities.
- Children should be taught that phonemes should be blended from left to right in order to read and that words can be segmented into their phonemes for spelling and that this is the reverse of blending. It is essential that this is demonstrated to children throughout the phonics session and reinforced whenever appropriate in other lessons, differentiated group activities and within continuous provision.
- Throughout the six phases, all children should be taught the grapheme/phoneme correspondences (GPC), high frequency words (including Tricky Words: those that do not conform completely to grapheme/phoneme correspondence rules) and how to use their phonetic knowledge to read and write both regular and irregular words.

Phonics is taught daily as a 25 minute discrete lesson throughout the Foundation Stage and Key Stage One. In Key Stage Two it is used as an intervention for those who need further support.

### Reception

The children in Reception are taught phonics through discrete lessons following letters and sounds / phonics play. Children learn to memorise the different graphemes through repetitive and easy to remember actions.

## **Key Stage One**

The children in Key Stage One are taught phonics in differentiated groups through adapted schemes (from Phonics Play and Apples and Pears) to suit the needs of individual children. Where appropriate we try to link the spellings given, to the sounds the children are learning so that they are given a further opportunity to practise segmenting and understanding the different graphemes that represent those phonemes.

Throughout Key Stage One children are regularly exposed to Nonsense Words (also known as Monster Words) which are made up words containing different graphemes. This is so that children are given the opportunity to blend phonemes in unrecognisable words allowing their phonetic knowledge to be monitored.

## **Key Stage Two**

The children in Key Stage Two are continually monitored by the members of staff who work with them. Children who need further support/who are not making expected progress are supported through differentiated spelling lessons and interventions where needed.

## **Assessment and Monitoring**

Children will be assessed regularly within their ability groups on sounds learned through each phase. In addition children who are yet to take their Year 1 Phonics Screening and Year 2 children who have not quite passed, will be assessed throughout the year in the style of a Phonics Screen to prepare them better. This allows children to become familiar with the process beforehand.

It is important to note that although children learn to spell phonetically, when reading out the individual letters to spell a word, they should use the letter name and not the phonetic sound.

Although we believe phonics is a fundamental approach to reading, we understand that not every child learns this way and therefore use other appropriate strategies to help these children to succeed to the best of their capabilities.

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## **Glossary**

**Phoneme** - The smallest unit of sound. There are approximately 44 phonemes in English (it depends on different accents). Phonemes can be put together to make words.

**Grapheme** - A way of writing down a phoneme. Graphemes can be made up from 1 letter e.g. p, 2 letters e.g. sh, 3 letters e.g. tch or 4 letters e.g. ough.

**GPC** - This is short for Grapheme Phoneme Correspondence. Knowing a GPC means being able to match a phoneme to a grapheme and vice versa.

**Digraph** - A grapheme containing two letters that makes just one sound (phoneme).

**Trigraph** - A grapheme containing three letters that makes just one sound (phoneme).

**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.

**Oral Segmenting** - This is the act 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** - This involves hearing a word, 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.