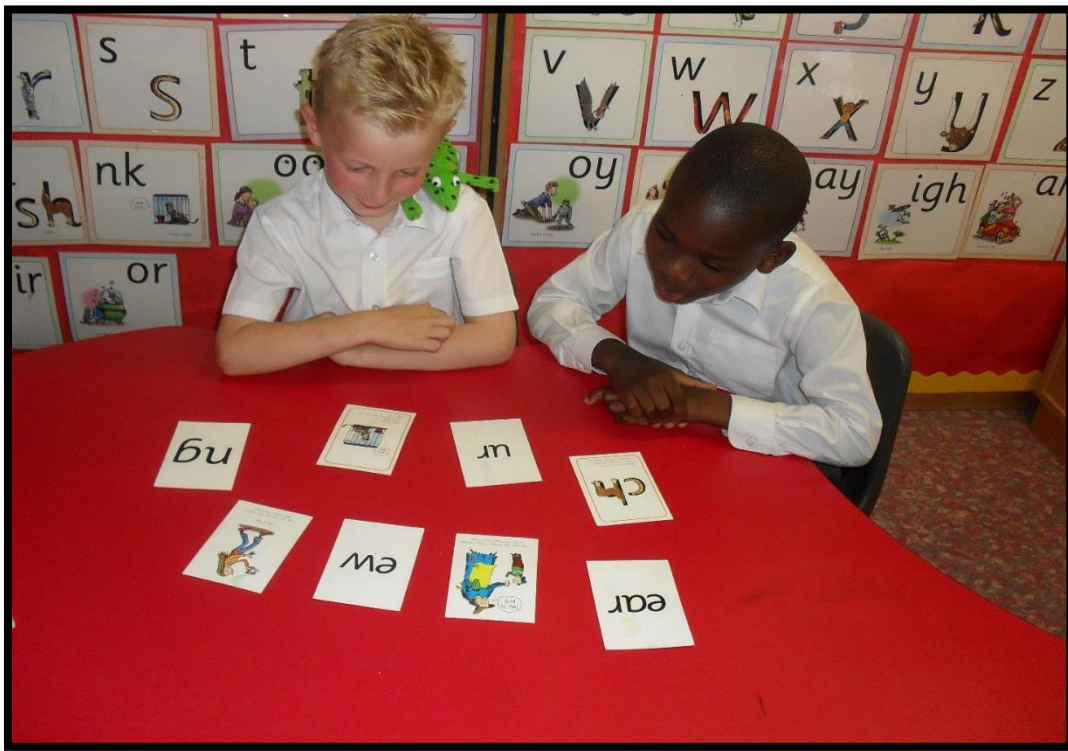


Brady Primary School

Phonics Policy



'All children can learn considerably more'



Aims of Brady Primary School

“All children can learn considerably more”

At Brady Primary School we aim to provide a safe, caring and stimulating environment, which offers opportunities:-

- For everyone within the school to reach their full potential and develop self-worth, self-confidence, the ability to take responsibility for their own individual actions, and resilience.
- For everyone within the school to have a sense of wonder, an enthusiasm for learning and help children to develop as independent thinkers and learners with enquiring minds.
- To encourage and develop a respect and understanding for others.
- To develop all partnerships, small and large, from the individual parent to the wider community and beyond to support children’s learning.
- To give children access to a broad and balanced creative curriculum to attain the highest possible standards in relation to prior attainment through assessment, teaching and learning.

Equal opportunities and Inclusion

At Brady Primary school we believe that every child is entitled to equal access to the curriculum, regardless of race, gender, class or disability.

We are committed to promoting learning and teaching environments, for all that embed the values of inclusive educational practices.

Through a child-centred approach, we aim to ensure that education is accessible and relevant to all our learners, to respect each other and to celebrate diversity and difference.



Rationale

This policy outlines the teaching, organisation, management and teaching of phonics at Brady Primary School. All schools are required to deliver a programme of 'high quality phonics work'. The programmes of study for key stages 1 and 2 consist of two dimensions-word reading and comprehension.

Aims

- To present high quality systematic phonics teaching.
- To enable children to start learning phonic knowledge and skills, with the expectation that they will become confident readers, having secured word building and recognition skills by the end of key stage 1.

Objectives

- Children apply phonic knowledge as their first approach to reading and spelling, even though all words do not conform to regular phonic patterns, with the ultimate goal being 'automatic and effortless reading and writing.'
- Children are taught high frequency words that do not conform to regular phonic patterns(tricky words)
- Children have the opportunities to read words and texts that are within their phonic capabilities as early as possible, even though all words may not be entirely de-codable by the children unaided.
- Children spell words for themselves, within the range of their phonic knowledge by building an individual repertoire and the confidence and strategies to attempt the unfamiliar.
- When reading children apply the skill of blending phonemes in order to read words.
- In order to spell words, children segment words into their constituent phonemes.
- Children learn that blending and segmenting words are reversible processes.
- Children learn that phonemes should be blended from left to right through the complete word, in order for it to be read.



What is Phonics?

- This is the knowledge of how the alphabetic sounds work and how these sounds are combined to correspond to the spoken word.
- Phonemes are the sounds, which are made by blending letters to correspond to the spoken word.
Graphemes are the written equivalent of phonemes.

The teaching of phonics.

The teaching of phonics is to be based on the Read,Write, Inc scheme, but also incorporate ideas from Letters and Sounds to learn the initial sounds and rhymes to learn the phonemes. These are to be taught in a specific order following the RWInc scheme.

Speed Sounds

What are speed sounds?

In Read Write Inc phonics, the individual sounds are called 'speed sounds.'

Set 1: In Reception children will learn the sounds below by sight. They also learn how to blend them together to read words e.g. c-a-t - cat.

m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, sh, r, j, v, y, w, th, z, ch, qu, x, ng, nk

Set 2 (The long vowel sounds.) There are 12 Set 2 'speed sounds' that are made up of two or three letters which represent just one sound, e.g. ay as in play, ee as in tree and igh as in high. It is important that children do not pronounce these as 2 or 3 separate sounds. When a child sees the 'speed sound' letters together in a word, s/he must say just one sound for these letters.

When children learn their Set 2 sounds in school, they will learn the letters that represent a speed sound e.g. ay with a simple picture prompt linked to the 'speed sound' and a short phrase to say e.g. may I play? Every speed sound has a list of green words linked to it, so children can 'sound out' and 'sound blend' words containing the new speed sound they have just learnt, for example s-p-r-ay - spray.

Long vowel sounds

ay: may I play? **ee:** what can you see? **igh:** fly high? **ow:** blow the snow

oo: poo at the zoo **oo:** look at a book **ar:** start the car **or:** shut the door **air:** that's not fair **ir:** whirl and twirl **ou:** shout it out **oy:** toy for a boy

When learning Set 3 speed sounds children will be taught that there are more ways in which the same sounds are written, e.g. ee as in tree and ea as in tea.

Set 3

There are 20 Set 3 'speed sounds' that are made up of two or three letters which represent just one sound, e.g. ea as in tea, ow as in cow and are as in care. As before, it is important that children do not pronounce these as 2 or 3 separate sounds. When children see the 'speed sound' letters together in a word, s/he must say just one sound for these letters.

When children learn their Set 3 sounds in school they will learn the letters that represent a speed sound e.g. ea with a simple picture prompt linked to the 'speed sound' and a short phrase to say e.g. cup of tea. Every speed sound has a list of green words linked to it, so children can 'sound out' and 'sound blend' words containing the new speed sound they have just learnt, for example s-p-oil –spoil



Set 3 sounds

ea: cup of tea **oi:** spoil the boy **a-e:** make a cake **i-e:** nice smile **o-e:** phone home **u-e:** huge brute **aw:** yawn at dawn **are:** share and care **ur:** purse for a nurse **er:** a better letter **ow:** brown cow **ai:** snail in the rain **oa:** goat in a boat **ew:** chew the stew **ire:** fire fire! **ear:** hear with your ear **ure:** sure it's pure? **tion:** (celebration) **tious / cious:** (scrumptious / delicious **e:** he me we she be

It is important that the speed sounds are practised in the correct order.

What are green words?

'Green words' are words which children will be able to 'go ahead' and read as they are made up of the speed sounds that s/he will have learnt.

What are red words?

'Red words' are words which cannot be sounded out.

They should be pure sounds. Daily phonic lessons take place and phonics is an integral part of daily teaching and learning. The phonic sessions consist of reviewing, teaching, practise and applying. Teaching will take place in small groups, whole class and 1-1 with specific children. High Frequency Word Lists are also used in school and taught alongside letter sounds.

In Key Stage 2, phonic teaching is continued for those children who still need phonic support or intervention work. Spelling strategies are taught to support spellings for Key Stage 2 pupils too.

Phonics is simply the code that turns written language into spoken language and vice versa. It is the vital initial step in teaching children to read but it is far from the whole picture. Phonics will only work in an environment where **Speaking and Listening Skills** are promoted and developed. Children should also be regularly exposed to a wide range of quality texts. They should be regularly read aloud to. Regular, well planned **Guided Reading** sessions are essential and reading skills should also be explicitly taught in **Shared Reading** sessions within literacy lessons.

Teachers will use the terminology graphemes and phonemes where they feel it is appropriate for the children that they are teaching.

Monitoring, Evaluation and Review

Children are assessed regularly to determine progress as well as to inform planning.

On entry to school, children are assessed on their phonic knowledge.

- Throughout the school year phonic assessments take place to ensure that children's next steps in phonics are met.
- Phonic assessments should be passed on during transition to a new class in order to ensure continuity of progression.
- Year 1 are assessed against the National Phonic check as well as children in Year 2 who did not pass the screening check in Year 1.

Inclusion

It is our aim to give every child the opportunity to experience success in learning and to be the best that they can be. We appreciate that some pupils will have specific learning and assessment requirements.

Work is differentiated to children's needs.

Equal Opportunities

All children have an entitlement to access reading and spelling strategies at an appropriate level and are helped to do this.



Resources and other related documents

- RWInc charts and letter friezes in EYFS and KS1 classes.
- RWInc workbooks
- RWInc reading books and ditty books
- Sound cards
- Teacher’s handbooks
- Reading books from a variety of other schemes including ORT, Ginn and Reading recovery.

Review

This policy will be reviewed the Literacy Lead. Any alterations that come from this review will be discussed with the Headteacher and ratified by the teaching staff and appropriate governing body sub-committee.

Chair of Governors Date

Headteacher Date