

# Lockington CE VC Primary School



## Phonics Policy

**Revised & Updated October 2022**

Date Policy Formally Agreed By Governors:	November 2022
Date Policy Becomes Effective:	Autumn 2022
Review Date:	Autumn 2025
Person Responsible for Implementation and Monitoring:	Subject Leader

## **1 Introduction**

This policy outlines the organisation and management of Phonics at Lockington CE VC Primary School. It has been written with regard to the requirements of the National Curriculum (2014) and the Early Years Foundation Stage Statutory Framework (2021),

It is written within the context of our school's mission statement:

*'to develop lively, enquiring minds and promote outstanding standards of achievement in a happy, safe and caring environment, based on Christian values, which encourage all to show respect and understanding of others.'*

It has also been written in the context of the school's Christian Vision:

*'Let your light shine before others, that they may see your good works, and glorify your Father who is in heaven' (Matthew 5:16).*

This policy is to be read in conjunction with our 'Phonics: Intent, Implementation and Impact Statement'.

## **2 The Nature of Phonics**

The use of phonics is one of the many skills needed to be able to be a reader and writer. We teach high quality phonics to ensure the children have the best start possible in reading and writing. The learning of phonics is the beginning of children's body of knowledge, skills and understanding that are an essential part of learning to read. In order to read and understand texts children must learn to recognise/decode the words on the page. Good quality phonics teaching allows the child to be secure in the skills of word recognition and decoding which allows children to read fluently. This will result in children being able to read for pleasure and will allow them to move onto developing higher order reading for meaning skills. These phonic skills need to be taught systematically and involve a variety of multi-sensory resources for all learners.

As a Church of England school, we recognise and value the way in which being able to read and write enriches our appreciation and gives us a different lens through which to engage pupils in our Christian distinctiveness.

## **3 Aims**

At Lockington School we use the DFE validated scheme Essential Letters and Sounds (ELS), we intend our pupils to be able to:

- Recognise, say and write all phonemes within each phase of Essential Letters and Sounds;
- Use their phonic knowledge to blend and segment phonetically decodable words;
- Use their phonic knowledge to attempt to read and write more complex words;
- Read Harder to Read and Write words;

- Write clearly, accurately and coherently, using their phonic knowledge.

Our aim is to provide children with a rich and enjoyable experience of Phonics, in which they can acquire and develop their reading and writing skills. Using the DFE validated scheme Essential Letters and Sounds (ELS) and The Early Years Foundation Stage Statutory Framework (2021) as a basis.

#### **4 Teaching and Learning**

All children from Nursery to Year 2 have a daily phonics session, children who still require support in phonics from class 2 are given interventions. We follow the lesson structure of Essential Letters and Sounds (ELS) and the principles behind it which are based upon:

- The delivery of whole-class, high quality first teaching with well -structured daily lesson plans;
- The use of constant terminology by teachers, children and parents;
- The use of constant resources that support effective teaching;
- Repetition and reinforcement of learning;
- Regular and manageable assessment to ensure that all children ‘keep up’ rather than catch up;
- The ‘E’ model.

The ‘E’ model underpins all teaching and learning in Essential Letters and Sounds. It consists of the following components:

- Embed – The theory and pedagogy behind ELS;
- Enact – How to deliver ELS lessons;
- Enable – How to ensure all children ‘keep up’ rather than ‘catch up’;
- Execute – How to lead ELS in school;
- Evaluate – How to assess children’s progress;
- Evolve - Bespoke training.

(ELS Enact and Enable 2022 developed by Knowledge Schools Trust)

#### **5 Phonics Timetable**

**KS1** – Daily phonics session which can be as long as an hour by the end of reception

**KS2** – Phonics session delivered as and when needed

## 6 Phonics planning

The school follows the Essential Letters and Sounds planning. The key teaching features are:

Key Teaching Features	
Me, then you	The teacher says something, and then the children repeat it exactly.
Provide opportunities	Practice and repetition are key. There is no 'down time' in the lesson – a consistent fast pace is maintained. Children have many opportunities to: <ul style="list-style-type: none"><li>• Hear the sound or word</li><li>• Say the sound or word</li><li>• See the sound or word</li><li>• Read the word</li><li>• Write the word</li><li>• Use new vocabulary.</li></ul>
Provide modelling	Every single aspect of the lesson is modelled for children. As teacher, your main purpose is not to test the children but to teach them.
Active teaching and learning	ELS lessons are active – children are engaged at all times, whether joining in with a 'drum roll' to introduce the new sound, using 'robot arms' or 'tracking the teacher' as you move around the room.

**Children are taught using the following spelling sequence:**

Key teaching sequence	
Spelling sequence	Encourage children to follow the sequence: <ul style="list-style-type: none"><li>• Say the word</li><li>• Stretch the word</li><li>• Segment the word</li><li>• Blend the word</li><li>• Count the sounds within the word</li><li>• Say the whole word</li></ul> This sequence can be used for any word where the children have been taught the GPCs within the word.

**Weekly lesson structures for teaching new graphemes and phonemes  
Teaching new phonemes and graphemes (phase 2, 3 and 5):**

Day 1	Day 2	Day 3	Day 4	Day 5
Review Teach new sound Practise Use the Apply sound- specific sheet Review	Review Teach new sound Practise Use the Apply sound- specific sheet Review	Review Teach new sound Practise Use the Apply sound- specific extract sheet Review	Review Teach new sound Practise Use the Apply sound- specific extract sheet Review	Review newly taught sounds for the week, previously taught graphemes, and harder to read and spell (HRS) words Practise – reading and writing words Apply – reading decodable books and writing phrases and sentences

**Weekly lesson structure for review weeks and Phase 4 teaching**

Day 1	Day 2	Day 3	Day 4	Day 5
Review Teach and practise Apply	Review Teach and practise Apply	Review Teach and practise Apply	Review Teach and practise Apply	Review Teach and practise Apply

The fifth week of each term is assessment week. These weeks follow the same structure and lesson plans as the review weeks. The review weeks are there to support children in consolidating their understanding of all prior learning. The 'ELS term-by-term progression' chart shows where these occur. The lesson plans and interactive whiteboard presentations ensure that there is rigour, pace and fidelity in every lesson. ELS provides four main types of lesson plan:

- Lesson Plan A: Phase 2 lessons for Weeks 1, 2 and 3 of Reception
- Lesson Plan B: Day 1–4 lessons for Phase 2 (from Week 4), Phase 3 and Phase 5
- Lesson Plan C: Day 5, Phase 4 and Review lessons (for Phase 2, Phase 3 and Phase 5)
- Lesson Plan D: Day 1–4 lessons for Phase 5 alternatives

## 7 Curriculum organisation

### Overview of phase 1 to 5

<b>Phase 1</b>	<b>Phase 2</b>	<b>Phase 3</b>
Nursery/Pre-School Seven aspects: <ul style="list-style-type: none"> <li>• Environmental sounds</li> <li>• Instrumental sounds</li> <li>• Body percussion</li> <li>• Rhythm and rhyme</li> <li>• Alliteration</li> <li>• Voice sounds</li> <li>• Oral blending</li> </ul>	Reception/Primary 1 Autumn 1 <ul style="list-style-type: none"> <li>• Oral blending</li> <li>• Sounding out and blending with 23 new grapheme phoneme correspondences (GPCs)</li> <li>• 12 new harder to read and spell (HRS) words</li> </ul>	Reception/Primary 1 Autumn 2, Spring 1 and Spring 2 <ul style="list-style-type: none"> <li>• Oral blending</li> <li>• Sounding out and blending with 29 new GPCs</li> <li>• 32 new HRS words</li> <li>• Revision of Phase 2</li> </ul>
<b>Phase 4</b>	<b>Phase 5</b>	<b>Beyond Phase 5</b>
Reception/Primary 1 Summer 1 <ul style="list-style-type: none"> <li>• Oral blending</li> <li>• No new GPCs</li> <li>• No new HRS words</li> <li>• Word structures – cvcc, ccvc, ccvcc, cccvc, cccvcc</li> <li>• Suffixes</li> <li>• Revision of Phase 2 and Phase 3</li> </ul>	Reception/Primary 1 Summer 2 <ul style="list-style-type: none"> <li>• Introduction to Phase 5 for reading</li> <li>• 20 new GPCs</li> <li>• 16 new HRS words</li> </ul> Year 1/Primary 2 Autumn 1 and 2 <ul style="list-style-type: none"> <li>• Revision of previously taught Phase 5 GPCs</li> <li>• 2 new GPCs</li> <li>• 9 new HRS words</li> </ul> Year 1/Primary 2 Spring 1 and 2 <ul style="list-style-type: none"> <li>• Alternative spellings for previously taught sounds</li> <li>• 49 new GPCs</li> <li>• 4 new HRS words</li> <li>• Oral blending</li> <li>• Revision of Phase 2, Phase 3 and Phase 4</li> </ul>	Year 1/Primary 2 Summer, Year 2/Primary 3 and Key Stage 2 <ul style="list-style-type: none"> <li>• With ELS, phonics teaching does not stop at the end of Year 1, but continues as children move through the school, with links being made between their GPC knowledge and spelling</li> <li>• Revision of all previously taught GPCs for reading and spelling</li> <li>• Wider reading, spelling and writing curriculum</li> </ul>

Phase 1 of Letters and Sounds (2007) can be used in Nursery/Pre-School settings before starting ELS in Reception and is used throughout the school day in Reception at Lockington CE VC Primary School.

Phase 5 and beyond is taught using the model of Essential Letters and Sounds.

### Organisation of progression in Reception Autumn 1: Phase 2

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/s/ <s> /a/ <a> /t/ <t> /p/ <p>	/i/ <i> /n/ <n> /m/ <m> /d/ <d>	/g/ <g> /o/ <o> /c/ <c> <k>	/k/ <ck> /e/ <e> /u/ <u> /r/ <r>	/s/ <ss> Assess and review week R:1	/h/ <h> /b/ <b> /f/ <f> <ff> /l/ <l> <ll>
	l, the, no	put, of, is	to, go, into	pull	as, his

### Organisation of progression in Reception Autumn 2: Phase 2

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/j/ <j> /v/ <v> /w/ <w> /ks/ <x>	/y/ <y> /z/ <z> <zz> /kw/ <qu> /ch/ <ch>	/sh/ <sh> /th/ <th> (voiced and unvoiced) /ng/ <ng> /nk/ <nk>	/ai/ <ai> /ee/ <ee> /igh/ <igh> /oa/ <oa>	-es (where there is no change to the root word) Assess and review week R:2	Review week R:3
he, she, buses	we, me, be	push	was, her		my, you

Phase 3 of ELS covers more than just the Phase 3 graphemes – we introduce some challenge from Phase 4 (in the form of adjacent consonants) alongside the Phase 3 teaching to extend children’s sounding out and blending skills.

### Organisation of progression in Reception in Spring 1: Phase 3-4

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Review week R:4 /oo/ (book)	/ar/ <ar> /ur/ <ur> /oo/ <oo> (food) /or/ <or>	/ow/ <ow> /oi/ <oi> /ear/ <ear> /air/ <air>	/ure/ <ure> /er/ <er> /oa/ <ow>	Assess and review week R:5	Review week R:6
	they, all, are		ball, tall	when, what	

### Organisation of progression in Reception in Spring 2: Phase 3-4

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Review week R:7	Review week R:8	Review week R:9	Review week R:10	Assess and review week R:11	Review week R:12
said, so, have	were, out, like	some, come, there	little, one, do	children, love	

### Organisation of progression in Reception in Summer 1: Phase 4

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Phase 4:1 CVCC -ed /ed/	Phase 4:2 CCVC -ed /t/	Phase 4:3 CCVCC -ed /d/	Phase 4:4 CCCVC	Assess and review week R:13	Phase 4:5 CCCVC -er -est

### Organisation of progression in Reception in Summer 2: Phase 5 Introduction

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/ai/ <ay> /ow/ <ou> /igh/ <ie> /ee/ <ea> -le	/oi/ <oy> /ur/ <ir> /(y)oo/ <ue> /or/ <aw>	/w/ <wh> /f/ <ph> /(y)oo/ <ew> /oa/ <oe>	/or/ <au> /ee/ <ey> /ai/ <a-e> /ee/ <e-e>	Assess and review week R:14	/igh/ <i-e> /oa/ <o-e> /(y)oo/ <u- e> /s/ <c>
oh, their	people, Mr, Mrs	your, ask, should	would, could, asked	house, mouse, water	want, very



### Organisation of progression in Year 1 in Autumn 1: Phase 5

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Assess and review week Y1:1	Review week Y1:2	Revise: /ai/ <ay> /ow/ <ou> /igh/ <ie> /ee/ <ea>	Revise: /oi/ <oy> /ur/ <ir> /(y)oo/ <ue> /or/ <aw>	Assess and review week Y1:3	Revise: /w/ <wh> /f/ <ph> /(y)oo/ <ew> /oa/ <oe>

### Organisation of progression in Year 1 in Autumn 2: Phase 5

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Revise: /or/ <au> /ee/ <ey> /ai/ <a-e> /ee/ <e-e>	Revise: /igh/ <i-e> /oa/ <o-e> /(y)oo/ <u-e> /s/ <c>	/ee/ <y> /or/ <al> (walk) Review week Y1:4	Review week Y1:5	Assess and review week Y1:6	Review week Y1:7
please, once	any, many, again	who, whole	where, two		

### Organisation of progression in Year 1 in Spring 1: Phase 5

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Review week Y1:8	/ai/ <a> (acorn) /ai/ <ey> (they) /ai/ <ea> (great) /ai/ <eigh> (weight) /ar/ <a> (father) /ee/ <e> (he) /igh/ <i> (find) /igh/ <y> (by)	/oa/ <o> (go) /o/ <a> (was) /oo/ <u> (push) /y+/oo/ <u> (music) /c/ <ch> (school) /sh/ <ch> (chef) /e/ <ea> (head)	/ur/ <or> (world) /ur/ <ear> (learn) /oo/ <ou> (soup) /oa+/l/ <oul> (shoulder) /ee/ <ie> (brief) /v/ <ve> (have) /i/ <y> (gym)	Assess and review week Y1:9	/air/ <are> (care) /air/ <ere> (there) /air/ <ear> (pear) /ch/ <tch> (catch)
		here, sugar, friend	because		

## Organisation of progression in Year 1 in Spring 2: Phase 5

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/u/ <o> (brother) Review week Y1:10	/j/ <g> (gem) /j/ <ge>(fringe) /j/ <dge> (bridge) /s/ <st> (listen)	/s/ <ce> (fence) /s/ <se> (house) /n/ <gn> (sign) /n/ <kn> (knee) /r/ <wr> (wrap) /m/ <mb> (lamb)	/z/ <se> (cheese) /z/ <ze> (freeze) /ear/ <eer> (cheer) /ear/ <ere> (here) /sh/ <ti> (patient) /sh/ <ti> – tion (station)	Assess and review week Y1:11	/ar/ <al> (half) /or/ <augh> (caught) /sh/ <ss> (session) /zh/ <si> (vision) /sh/ <ti> –tious (scrumptious) /sh/ <ci> (delicious) –ous, –ion, –ian

## Organisation of progression in Year 1 in Summer 1, Summer 2: all phases

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Review all previously taught GPCs for reading and spelling, and teach further rarely-used GPCs					

### 8 The use of technology

Computing enhances our teaching of phonics. Children use software to explore different games and activities that help with the delivery of their daily phonics lesson. Phonics computer games are used daily in the provision too.

### 9 Cross-curricular links

In the school we recognise the impact good phonics teaching can have on children learning to read and write, but we see it as part of a rich English curriculum. Children are exposed to a wide variety of books and texts to encourage their love of reading. During English sessions we encourage children to read and write. In Key Stage 1 all children are given the opportunity to develop their mark making in to early writing through setting appropriate differentiated exciting contexts for writing for a purpose using their phonic knowledge.

Good phonics teaching is essential for children to be able to access all areas of the curriculum.

## **10 Differentiation**

Through the Essential Letters and Sounds we group children in the year group that they are in. The scheme ensures children 'keep up' and not 'catch up'. We recognise that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- Setting common tasks that are open-ended and can have a variety of responses;
- Setting tasks of increasing difficulty;
- Grouping children by ability and setting different tasks for each group;
- Providing a range of challenges with different resources;
- Using additional adults to support the work of individual children or small groups.

## **11 Special Educational Needs and Disabilities and More Able Pupils**

Appropriate adjustments will be made for pupils who have special educational needs. A differentiated approach will operate at the planning stage and be adjusted to suit the needs of individual pupils. Specific pupils needs, will be provided for, in line with the schools' policy on SEN.

More able pupils will be given opportunities and tasks to maximise progression and development in DT.

## **12 Equal Opportunities**

All pupils should have equal access to the curriculum, irrespective of particular circumstances such as race, background, gender and capability. In phonics we support children in a variety of ways, such as speaking clearly, repeating instructions, emphasising key words, using picture cues and adapting resources where necessary. The teaching of phonics is in accordance with our policy for Equal Opportunities.

## **13 Assessment**

We assess the children's work in phonics while observing them working during lessons. Teachers record the progress made by children against the learning objectives for their lessons. At the end of a half term the children are assessed using the Essential Letters and Sounds tracking system and information is then used to inform planning and intervention groups.

Year 1 children are also take part in the Phonics Screening Test in June.

## **14 Resources**

We have a wide range of resources to support the teaching of phonics across the school. The resources for phonics are kept in class 1 and all teachers have access to the on- line resources and planning.

## 15 Parental Involvement

We encourage parents to be involved in the phonics curriculum by:

- Inviting them into school each term to discuss the progress of their child and look at their child's work;
- Encouraging parents to be involved in homework activities and making the learning objectives and the task clear and achievable;
- Encouraging any parents who are involved with or interested in phonics and Reading to come into work with the children.

## 17 Homework

It is our policy to provide parents and carers with the opportunity to work with their children at home.

## 18 Roles and Responsibilities

**The Governing Body** determines, supports, monitors and reviews the school phonics policy. We have an identified governor for phonics; the governor is informed of progress in the subject by the subject leader;

**The Headteacher's role** is to:

- Provide support by encouraging staff and praising good practice;
- Monitor learning and teaching through lesson observations;
- Monitor planning and reviews;
- Give feedback to teachers following lesson observations;
- Support staff development through in service training and provision of resources;
- Observe colleagues with a view to identifying the support they need;

**The Phonics subject leader's role** is to:

- Provide a strategic lead and direction for phonics in the school;
- Provide support and advice to staff in the delivery of the phonics programme of study;
- Remain informed about current developments in the subject by attending CPD sessions and being involved in independent research and reading;
- Deliver CPD sessions to staff, to support staff development and lead by example by setting high standards in their own teaching;
- Liaise with other members of staff to form a coherent and progressive scheme of work;
- Monitor standards in the subject;
- Consider with staff and work with the Headteacher in the evaluation and planning of actions included within the School Development Plan;
- Take responsibility for the choice, purchase and organisation of central resources for phonics, in consultation with colleagues;

Moderating the standards of children's work and of the quality teaching in phonics is the responsibility of the phonics subject leader along with the headteacher;

As well as regular updates, the phonics subject leader gives the Headteacher an annual report in which s/he evaluates strengths and weaknesses in the subject and indicates areas for further improvement;

The subject leader will be responsible to the Headteacher and will liaise with the named link Governors;

**The class teacher's role** is to:

- Be responsible for the teaching of phonics as set out in the policy;
- Provide planning and reviews for the Headteacher and phonics leader to have access to;
- Provide samples of work to the phonics leader/Headteacher when required;
- Assess children's work in order to detail future planning;
- Update skills, knowledge and understanding of phonics;
- Identify inset needs in phonics and take advantage of training opportunities;
- Keep appropriate on-going records in relation to school policy.

## 22 Review

This policy will be reviewed during the Autumn Term 2025;

Person responsible: Phonic Subject Leader

Date reviewed October 2022

Signed:  \_\_\_\_\_ (Chair of Governors)

Signed:  \_\_\_\_\_ (Headteacher)