



# The Linden Centre

## Phonics Policy

Signed by:		
	Headteacher	Date:
	Chair of Management Committee	Date

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## 1. The Linden Centre our aims are:

- 1.1. To establish consistent practice, progression and continuity in the teaching and learning of phonics throughout the school with a focus on quality first teaching
- 1.2. To ensure that systematic synthetic phonics (following the Letters and Sounds program) is the first approach pupils use to help with their reading and spelling
- 1.3. To have robust assessment procedures to check progress and identify pupils in need of intervention
- 1.4. For pupils to apply their phonic knowledge in their reading and writing across the whole curriculum

## 2. These aims will be delivered by:

- 2.1. Consistently following the principles and practice as set out in 'Letters and Sounds' which is a systematic synthetic phonics program
- 2.2. Daily 20-minute phonic sessions in Reception and KS1 and regular intervention in KS2.
- 2.3. Through well planned discrete phonics sessions taught using the 'sequence of teaching' structure as set out in the Letters and Sounds
- 2.4. Regular assessment and monitoring of children's phonic abilities
- 2.5. Following the school's overview of when to teach each phase from Letters and Sounds

## 3. What is phonics?

- 3.1. This is the knowledge of how alphabetic sounds work and how these sounds are combined to correspond to the spoken word.
- 3.2. 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
- 3.3. 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.
- 3.4. A **grapheme** is the written symbol of a phoneme
- 3.5. Some phonemes are written with two letters – these are called **digraphs**. Some phonemes are written with three letters – these are called **trigraphs**.

- 3.6. **Split digraphs** are two letters that make one sound, but the letters are not adjacent in a word (they are split by another letter).
- 3.7. **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.

#### 4. Phonics in EYFS and KS1

- 4.1. Daily discrete phonics sessions start in Nursery and continue until the end of Year 2 when the great majority of children should be confident readers and have completed the phonics program as set out in Letters and Sounds (achieving Phase 6).
- 4.2. All phonics in the EYFS and KS1 is taught following the Letters and Sounds document alongside the resources and supporting materials.
- 4.3. Phonemes are taught in a specific order following the Letters and Sounds document.
- 4.4. Children are introduced to the key phonics terminology (as set out above) including phoneme, digraph and split digraph.
- 4.5. Daily discrete sessions in EYFS and KS1 follow the 'sequence of teaching' set out in Letters and Sounds; Introduction, Revisit/review, Teach, Practice, Apply and Assess learning against criteria
- 4.6. High frequency words (or tricky words) are taught as set out in Letters and Sounds. These are words that are taught as a whole word as the children will not be able to use their phonic knowledge to read these words.
- 4.7. Sounds taught are 'pure' i.e., b not 'buh' as this is central to phonics teaching and ability to recognise sounds in words. During teaching pupils are seated where they can clearly see the adult's mouth in order to learn the correct pronunciation of sounds.
- 4.8. Children are taught that the number of graphemes in a word corresponds to the number of phonemes. This greatly aids spelling. Phoneme buttons are used in phonics teaching to illustrate this.
- 4.9. Teaching is multi-sensory, encompassing simultaneous visual, auditory and kinaesthetic activities to enliven core learning
- 4.10. Phonics is taught in short, briskly paced sessions and then applied to reading and writing in meaningful contexts
- 4.11. All activities are well matched to the children's abilities and interests, and all classroom environments have an age-appropriate display concentrating on both sounds and key words
- 4.12. All phonics sessions are taught as a whole class and activities differentiated to match the various abilities within the class, including challenges for the more able pupils.

- 4.13. Teaching assistants are used within the daily phonics sessions to support pupils in their phonics activities and in helping the teacher to assess the pupil's phonic abilities.
- 4.14. Children in need of intervention will be identified and extra sessions will be provided for them outside the daily timetabled phonics session.

## **5. Phonics in KS2**

- 5.1. The children in KS2 have phonics sessions as an intervention delivered by teaching assistants and tracked by the class teacher. Pupils will be identified as needing phonics intervention through assessment of their reading, writing, and spelling. Phonics sessions in KS2 will follow all the principles and practices as set out above, and in the Letters and Sounds document.

## **6. Classroom environment**

- 6.1. 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. 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.

## **7. Assessment**

- 7.1. Children's progress in developing and applying their phonics knowledge is carefully assessed and monitored. Children are tracked using the Letters and Sounds assessment sheets. Teachers use daily phonics sessions to monitor children's progress and assess children through their writing and reading. The Letters and Sounds assessment sheets are updated regularly and data from these sheets is analysed and used to identify gaps in pupils learning. The English Subject Leader and Centre Lead will collect in data from these tracker sheets each term to identify the progress children are making throughout the school.
- 7.2. In addition, in Year 1 children will take a phonics screening check. This assessment will confirm whether individual pupils have learnt phonic decoding to an appropriate standard. If a child does not reach the appropriate standard, then additional support will be put in place for the child to make accelerated progress with their reading and writing.

## **8. Application across the curriculum**

8.1. Children will be given regular opportunities to practice and 'bump into' phonics in other areas of the curriculum and classroom environment. Children will have opportunities to use and apply their phonic knowledge in guided reading and writing sessions and in reading and writing activities across the curriculum.

## **9. Resources**

9.1. Each classroom will have a display of phoneme friezes and tricky words as appropriate to the year group and ability of the children. Each class will have a set of phoneme flashcards and tricky words as appropriate for the year group and ability of the children. A range of phonics-based reading schemes are available including HarperCollins' Big Cats. Phoneme cards will be available for the children to use to support spelling during writing activities. Phonics games are available and are organised into boxes for phases 2 – 5.

## 10. Appendix 1 - Suggested structure

Phase	Suggested duration	Year group	Suggested Structure
1	Up to and beyond phase 2	FS1	FS1 Consolidate
2	6 weeks	FS2	FS2 For the first half term children are split into four equal groups and all of them learn phase 2. Phase 2 then phase 3 tricky words are also introduced. During and after this period the children are assessed and re- grouped to meet their needs.
3	12 weeks	FS2	FS2 Towards the middle or end of phase 3 we overlap into phase 4. Children make quicker progress with the phase 4 objectives if taught alongside phase 3.  Polysyllabic words should be taught in phase 3 too. Letter names and vowel/consonants also need to be taught at the beginning and recapped throughout phase 3.  Phase 4 tricky words are taught in phase 3 too.
4	4-6 weeks	FS2	FS2 Alongside phase 3 – where possible. Extra time may be given to phase 4 aspects if assessments show that skills have not been achieved. We aim for all children to achieve phase 4 by the end of FS2.
5	1 year approx.	YR 1 into YR 2	FS2 children working beyond the expected stage in reading move on to alternative graphemes in the Summer term. We would expect 10% to aim to achieve the first part of phase 5 (long vowels).  YEAR 1- Phase 3 graphemes are revisited alongside the alternative graphemes. These skills should be embedded across the curriculum. Children working beyond the expected level in reading and writing may move onto phase 6 before entering YEAR 2.
6	1 year approx.	YR2 into YR 3	There are often children in YEAR 2 who need to revisit phase 5. In the Autumn term at least 50% of the children should be working at phase 6. By Spring 100% should be working at phase 6 apart from those few children who may not have passed the phonic screening check in Year One. For these

			children phase five must be embedded and often these children will be on an IEP or/and being having additional intervention to meet their needs.
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### 11. Appendix 2 - Tricky word actions



he	me	all	they
you	are	she	be
her	was	my	we

12. Appendix 3 - Planning Format

 <b>The Linden Centre</b>		<b>Letter and Sounds Planning</b>				
	Monday	Tuesday	Wednesday	Thursday	Friday	
Revisit and Review recently and previously learned letters and sounds  <b>FLASHCARDS DAILY</b>	TEST					
Teach new letters and sounds and/or tricky words						
Practice						
Apply						

Homework					

### 13. Appendix 4 - Advice and Games

#### Letters and Sounds

Important aspects to ensure within your phase:

- Timings- prompt start at 9 and finish a couple of minutes before 9:30 ready to go back
- Children should move back to their class swiftly and quietly ready for a prompt start of the next lesson. E.g. sitting straight on the carpet
- Well -paced and rigorous reading and spelling
- Interactive and movement within every session – **mixture of carpet, outside, tables.**
- Behaviour for learning
- Ensure children learn to read before writing. Two days read and two days write is usually the pattern that we follow.
- During Letters and Sounds most whiteboard work where possible should be done at tables.
- **Flashcards to be used at the beginning of every session.** Recap as far back as you want. This is particularly important at phase 5 when graphemes such as **ar** only appear in phase 3. Pick out children for assessment and ask them to do by themselves. Make notes on those with gaps in their learning
- Teaching of tricky words should be done as a whole week. Tricky words can also be taught in literacy time.
- When reading words children should be encouraged to put sound buttons underneath to support their reading. In the phonic screening check children will be able to do this.

- Teach the reading of non-words alongside real words. This need to be done on a weekly basis. This is a very important aspect of Letters and Sounds since the introduction of the Phonic Screening check.
- When teaching phase 3 drop in adjacent consonants at the beginning of words and polysyllabic words. This is not in the Letters and Sounds document but if left till phase four it takes children much longer to pick up these skills.

- Teaching phase 4 should be a very short unit of work. Ensure children apply the long vowel from phase 3 in CVCC, CCVC and CCVCC words e.g. green, paintbrush
- When teaching phase 5 it is best to cover the graphemes which appear most on our language and the main ones which are covered in the Phonic Screening Check.

Order: ai ay a\_e, ee, ea, e\_e, igh, ie, i\_e, oa, oe, o\_e and last of all oo, ue, u\_e. After three long vowels from each vowel group have been taught move onto consonant sounds such as kn, gn, n, wr,r, ph,ff,f, wh,w, to enable the children to digest the long vowels taught earlier on. When teaching phase 5 children will pick up the reading quicker than the spelling. Do not worry too much as this comes in time. Children need more time to apply these spelling rules in other subjects.

Within Letters and Sounds, games should be played. Over time we have changed games from Playing with Sounds, PIPs and Letters and Sounds to meet the needs of our children and to support a balanced approach of structured play and rigour in our reading and spelling.

## Possible games

### Sounds

- NSEW
  - This game can be played in many ways. It is good for phase 2 and 3 when children are learning new graphemes. Put four or even more sounds around the room. Say the sound and children run to the correct sound saying the sound.
- Noisy letters
  - Pick a selection of sounds e.g. v w x and hand each child a card with one of the sounds. Children should look at their card but keep it hidden from the other children. On your command children should make their sound. Children then need to find other children with the same sound as them without showing anyone their card. Give the children a set amount of time to do this. The children need to show their cards to their group to check if they were correct.
- Circle swap
  - Children to sit in a circle. As noisy letters give each child a card with a sound on. Say a sound and children with that sound to stand up and run around the circle either to a new space or I like to play it where they must run back to their own space as quick as they can.

The children love this game especially when you say more than one sound at a time or overlap the sounds! A good game for the hall.

- Around the world we go
  - children hold hands and walk around in a circle singing around the world we go, around the world we go, ee igh anty o around the world we go. Children then stop say the sound in front of them and carry on.

## **Reading**

- Countdown
  - Make a list of words up on the board. Turn an egg timer over and pick children to sound talk the word and then say it. How many words can we read in a minute? Start again and see if you can read more words? I have found this game to be helpful on a Monday after the teaching session as it enables me to use my assessment for learning for the next part of the lesson.
- Alien shopping list
  - Reading of non-words. Choose a child to read a non-word other to find it on their shopping list as quick as they can and mark it off.
- Phoneme spotter
  - Read a piece of text or to begin with it could be a sentence and spot the sound(s) of the week. This is a good game for phase 5 when you start looking at alternative pronunciations. Extend the children by making a list of all the words with each alternative grapheme.
- Phoneme count game
  - Children need number cards or a whiteboard. Show them a word. They read it. Count how many phonemes and show you a number. This is a good game for misconceptions between the number of letters and the number of sounds.
- Non-word or real words
  - Show the children a word on a flashcard. Children should read in their head and then show an alien or human card to show what type of word it is. This is a good game when first introducing non-words.
- Speed read
  - Children read words as quickly as they can. I used to make separate cards for the children to take turns to read but I would recommend

doing the words on a piece of paper. On cards is useful at phase 5 if you want the children to sort the cards into alternative graphemes as an extension.

- Race against time
  - very similar to the speed-read game but children are put into 2 teams. Throw words up into the air and children score a point for their team for every word. The children get very competitive and love this. You can then challenge them further by asking them to sort the words if reading alternative graphemes.
- Bingo
  - List of words- I would recommend that you make words look similar so that children are not only looking at the initial sound. This is a good opportunity to mix real and non -words.
- Buried treasure
  - This can be played in so many ways. Poop deck pirates, dragon's den and Obb and Bob are good ways of playing this game. To create the most movement I write my non-words and real words on coins (sometimes different shapes e.g. monster splats!) throw them around the space and child to collect one at a time and read and decode to put it one the pirate ship or put it in the sea.
- Silly questions
  - Read a silly question. Does a hen have six legs? Answer with yes or no cards. I do not generally play this one as I find you must do it towards the end of a phase when the can apply lots of skills and I have found that it is not a game that is well paced enough.
- HFW match snap
  - When you teach tricky words within a tricky word week this game is a good reading and memory game.
- Tricky word train
  - have tricky words scattered around the room and children go around moving like a train singing – We are all riding on the tricky word train, tricky word train, tricky word train, we are all riding on the tricky word train, what words will be seen? Children arrive at a word read it and then get back on the train.
- Mystery bag
  - have words in a bag and sing mystery bag, what is inside, what is the word I am trying to hide, close your eyes and take one out, see if you

can sound it out. One child then takes a word from the bag reads it then carry on.

- Target challenge
  - have words up around the outside area and either use bean bags or water pistols to read and splat the words. The children love this

## **Writing**

- Sound buttons
  - This game is very simple but good as a practise game on a writing day. You say the word, the child writes it down and put sounds button underneath. Ask a child to spell it back to you. This is a good opportunity to assess letter names or sounds. Please request one or the other from the children.
- What is in the box?
  - This game has been adapted by so many people over time. The children love it however you decide to play it. It is a good game for the application of graphemes. I tap the box and sing a song and give the children three clues to what is inside the box. One of the clues should be the initial sound. E.g. It begins with an f, it swims, and it has fins. The children then write what they think it is in the box. Reveal the picture and model the spelling on the board and children to check.
- Phonic team game
  - Split the children into two teams. Give each team the same set of cards. Each child should be given one card. Each team should have the sound that you are focussing on that week. Say a word and the first team to stand up and spell the word wins a point. E.g. coat, goat, road, and toad only need 6 cards/letters to spell those words.
- Cross the river
  - This is another game which has been adapted over time and can be played in many ways. This is how I play it as a writing game. Make a river and sit children along it. Give each child a picture. Puppet orally segments word l-igh-t children orally blend and look to see if it is their card. The winning card crosses the river, says their word and others to write it down. This game is better at phase 2 and the beginning of phase 3. It lacks rigour further on compared to the other games.

- What is missing?
  - Put pictures up on the board. Say what they are. Children to remember their order. Children to close eyes. Take a card away. Children to open their eyes and work out which picture is missing. Children should write down what they think is missing on a whiteboard. This is a good game for the application section.
  
- Misspelt
  - Good for tricky words and phase 5 plus. Write three or four words on the board with similar spelling, only ones of the words are the real word. E.g. naim, name, naym, nam. Children decide which word they think is the real one by writing it on a whiteboard.
  
- LSCWC
  - Write the word on the board, Look at it, Say it, Cover it, Write it and Check it. Especially good when teaching the reading and spelling of tricky words.
  
- Quick write
  - Say the word and children to write as quickly as they can. Good for assessing children's application and misconceptions.
  
- Team challenge
  - A firm favourite with the children I teach. Each table is given a name/number and works as a team. Say a word, children to write it down. Winner is first team with their whiteboards up, but I always make them wait...we check our spelling first and then I announce the winner.
  
- Phoneme frame
  - Three to four boxes on a whiteboard or sheet. Say a word and children to segment and put each sound in a box.
  
- Best bet
  - Very good for phase 5 plus. When you have taught alternative graphemes children should begin to apply which grapheme fits which word. Write the alternative graphemes at the top of the whiteboard and children to copy on theirs. E.g. ai ay a\_e. Say a word and children to have a 'bet' grapheme should be used to spell it. Children to write the word under the column with their grapheme choice.

14. Appendix 5 - Example character themed bingo



oa oe o-e  
bingo



boat	toes	potatoes	coat
bones	home	stone	cones
float	tomatoes	woke	explode