



Draft

# PHONICS POLICY

It is the responsibility of the **Standards Committee** to review this policy and bring it forward to the full Governing Body for approval.

Signed by

Headteacher: .....Date:.....

Chair of Committee: .....Date:.....

Chair of Governors ..... Date .....

## OUR AIM

Our aim at Charsfield Primary School is for children to develop a love of reading and to become confident, secure readers by the end of Key Stage 1. We want our children to quickly develop automatic decoding skills and to progress rapidly from 'learning to read' to 'reading to learn.'

The ultimate goal of learning to read is comprehension. It follows that, in order to comprehend written texts, children must learn to recognise – decode – the words on the page. The Rose Report (2006) identified that the teaching of an effective, systematic, synthetic phonics programme is the most effective approach to teaching children to read. The Department for Education reaffirms this view and requires all educational settings to implement such a programme.

We teach reading through Pearson's Bug Club Phonics – one of the government's approved providers.

## INTENT

At Charsfield Primary School, we aim to deliver high quality phonics teaching which secures the crucial skills of sound/ word recognition that, once mastered, enable children to read fluently and automatically enabling them to concentrate on the meaning of the text.

We do this by ensuring knowledge is taught through appropriate coverage, content, structure and sequencing and that our phonics programme is implemented effectively to the bespoke needs of our children.

We aim to establish consistent practice, progression and continuity in the teaching and learning of phonics and spelling throughout the school.

We do this through responsive teaching, assessment and good subject knowledge and pedagogy so that the curriculum is rich and varied to appeal to all learners.

Within the phonics program we give children word work strategies that will enable them to become fluent readers and confident writers.

## IMPLEMENTATION

### RECEPTION & KEY STAGE 1

Bug Club Phonics is one of the DfE's approved phonics teaching programmes and aims to help all children learn to read by the age of six in a fun and accessible way. Following its own proven progression, the programme matches the National Curriculum and Early Learning Goals and follows the progression outlined in Letters and Sounds. It uses well known characters from children's television; interactive games and rewards to keep the children motivated.

*Reading Material:* Bug Club Phonics decodable readers match the order in which grapheme-phoneme correspondences are introduced in class, giving children the opportunity to practise their blending skills and to consolidate their knowledge. Each child is allocated the relevant eBook to match with the correct phonic phase. The eBooks are invaluable in helping pupils practise reading at home as they include a phoneme pronunciation guide to aid pupils' blending skills.

*Assessment:* Bug Club Phonics includes formative and summative assessments. The daily sessions include whole-class revision and new phoneme focus sections which identify those children who need immediate extra support during the subsequent guided independent work. Digital games are also provided to offer ample opportunities to assess pupils' progress in a low-stakes, fun way. Summative assessments are included at the end of each unit and phase ensuring frequent and detailed feedback for teachers to act on.

*Adaptation:* Bug Club Phonics is purposefully designed to keep all pupils together as much as possible. The Clackmannanshire research (which underpins the programme) showed that keeping the children together during the daily Phoneme Sessions fostered a sense of social inclusion and boosted the performance of the children who were progressing more slowly. Bug Club Phonics is carefully mapped out to ensure teachers can cover the required curriculum before the Year 1 Phonics Screening Check. There are guidelines on how to pace the lessons and units within the teacher guides. Within each lesson, there are opportunities for independent work, where differentiated resources can be used, such as the differentiated Language Session worksheets (from unit 5 onwards) to ensure the work given to each pupil is demanding, challenging and builds their knowledge.

*Phonics Screening Check:* In the summer term, Year 1 children will take a Phonics Screening Check in which children will be expected to read 40 decodable 'words'. This progress check identifies those children not at the expected level in reading – and these children will be re-checked in Year 2.

*Phase 6:* Children who are secure at phase 5 go onto phase 6, focusing on spelling. Sessions include direct teaching of spelling strategies, proofreading, high frequency words. This will be completed in spelling lessons and homework activities.

*Additional Support:* If there is a need, pupils will be given extra support to help them improve reading skills and make progress. Support will also be provided for older pupils who may be experiencing difficulty in reading/writing because they have missed or misunderstood a crucial phase of systematic phonics teaching. Some of this support is delivered using NELI (Nuffield Early Language Intervention).

## **KEY STAGE 2**

Some children continue to require support to consolidate their phonological understanding through Key Stage 2. Depending on the current needs of the children, this support can be delivered through:

- Bug Club Phonics Small Group
- 1:1 Reading and phonics intervention such as Nessy and Nessy Phonics
- BEAT Dyslexia
- STILE tile Comprehension and phonics

## **TIME AND ORGANISATION**

### **RECEPTION & KS1**

Five 25 minute phonics sessions are taught each week. Generally, a new phoneme (phoneme-grapheme correspondence) will be introduced in four of these sessions (Monday – Thursday) with a review session taking place on Friday. In Reception, children are also heard read 1:1 at least once every week. In Key Stage 1, priority readers are heard as frequently as every day as necessary. Across the school, each class also runs weekly Guided Reading sessions and a separate comprehension session. Each class also has a separate daily literacy lesson.

Books and book bags are sent home each night and every pupil has a reading record to enable school/parent communication. Reading books are exactly matched to a child's phonic ability through Reception and Key Stage 1 using the Bug Club Phonics books. These are also available as digital books. Throughout the school, children receive House Points for every ten reads they do and receive a certificate when they achieve particular milestones in our whole school Reading Challenge.

## **HOME/ SCHOOL PARTNERSHIP- PARENTAL INVOLVEMENT**

Reading workshops are provided for parents to come in and learn about the way that phonics is taught. This takes the form of an introduction to phonics followed by participation or observation of a modelled phonics lesson. Booklets to support the learning are shared offering advice for supporting phonics at home.

### **THE ROLE OF THE HEADTEACHER**

- To ensure that the National Curriculum is implemented.
- To encourage and support the subject leaders approach to English development across the Curriculum.
- To support and encourage all staff in the teaching of English.
- To promote English in school.
- To make necessary resources available to enable the development of English.

### **THE ROLE OF THE SUBJECT LEADER**

- To review and monitor the planning, teaching and assessment of Phonics and follow-up concerns.
- To promote English across school.
- To provide good examples of the teaching of Phonics in the classroom.
- To make resources available.
- To plan for future development through action plans.
- To work alongside staff when required.
- Attend relevant courses and give information back to staff.
- Arrange INSET courses for staff.
- Encourage parental involvement.

### **ROLE OF THE STAFF**

- To ensure that phonics is used in the classroom in line with the National Curriculum.
- To implement the teaching of phonic with fidelity to our chosen scheme (Bug Club Phonics).
- To assess the children's progress and ensure interventions are in place for those not making the expected progress.
- To ensure that there is equality of opportunity in the teaching of phonics.
- To inform the co-ordinator of any problems which may arise in the implementation of phonics.
- Teach and assess the children in phonics.

### **ROLE OF THE GOVERNING BODY**

- The Governors will monitor the development and implementation of Phonics in school.

Review This policy is to be reviewed every year.

# APPENDIX 1

## PHONICS PROGRESSION CHART

## CHARSFIELD PRIMARY SCHOOL

WHEN TAUGHT	PHONIC PHASE	UNIT	SOUNDS COVERED	EXAMPLE WORDS	TRICKY WORDS
NURSERY & RECEPTION FIRST HALF TERM	1		auditory discrimination, memory and sequencing. oral blending and segmenting developing language and comprehension		
RECEPTION AUTUMN TERM	2	1	s a t p	sat, pat, tap	the to I no go into and
		2	i n m d	din, man	
		3	g o c k	dog, cod, kip	
		4	ck e u r	rock, men, sun	
		5	h b f ff l ll ss	hill, puff, lip, mess, tub	
RECEPTION SPRING AND SUMMER TERM (RECAP YEAR 1 AUTUMN)		6	j v w x	jog van web box	he she we me be was you they all are my her
		7	y z zz qu	yes zip fizz quiz	
		8	ch sh th th ng	chop ship cloth them hang	
		9	ai ee igh oa oo oo	rain peel night coat book moon	
		10	ar or ur ow oi	jar born surf cow soil	
		11	ear air ure er	hear pair cure sister	
RECEPTION SUMMER TERM (RECAP YEAR 1 AUTUMN)	4	12	ccvc and cvcc words		said have like so do some come were there little one when out what
YEAR 1 AUTUMN – SUMMER (RECAP YEAR 2 AUTUMN)	5	13	wh ph	whip dolphin	oh people their mr mrs looked called asked
		14	ay a-e igh ey ei	spray plate weigh they reins	
		15	ea e-e ie ey y	sear these brief hockey very	
		16	ie i-e y i	pie slide fly wild	
		17	ow o-e o oe	snow phone both toe	
		18	ew ue u-e u oul	screw glue cute push should	
		19	aw au al	claw launch small	
		20	ir er ear	girl perk search	
		21	ou oy	cloud boy	
		22	ere eer are ear	here deer share bear	
		23	ch	school	
		24	c sc st(l) se	circus science castle horse	
		25	ge gi gy dge	gems magic energy dodge	
		26	le mb kn gn wr	purple thumb kneel gnome wrist	
		27	tch ea s wa o	match bread treasure wash come	
YEAR 2	6	28	ing ed	shopping jogged	
		29	s es	stars foxes	
		30	re un	reset unfair	

## APPENDIX 2

### BUG CLUB PHONICS PROGRESSION CHARTS

## Bug Club Phonics Progression Chart

In this chart we show the order in which we teach the GPCs and tricky words; the latter are taught by drawing children's attention to the unusual part of the spelling and letting them work out the rest for themselves using the taught GPCs and then blending for reading. This progression, and the method, follows what our research has shown to be very effective in rapidly developing independent reading skill in children. Our progression includes the early introduction of simple plurals and the 's' forms of verbs, as these are very common and open up children very quickly to a richer reading experience, as evidenced by our research. Daily lessons include revision not only of the previous day's new GPC, but the words that were read the day before are used for spelling and vice versa, for consolidation. Children quickly move to reading captions and sentences, and decodable readers are introduced from the 10th lesson. The lessons are in short, discrete sections which are repeated daily. We advocate whole class teaching, which is what we used in the Clackmannanshire Study; slower learning children can keep up with additional one-to-one teaching, or in small nurture groups, given by experienced practitioners. This gives these children a sense of social inclusion. Rhona Johnston (MBE)



### Pre-Reception









































































































Phase 1	Common Irregular Words/ High-frequency Words	Fiction	Non-fiction
n/a	n/a	  	  
		9781292395395 9781292395401 9781292395418	9781292405261 9781292405278 9781292405285

### Reception























Phase 2 Units 1 & 2	Common Irregular Words/ High-frequency Words	Fiction	Non-fiction
s, a, t, p, i, n, m, d	n/a	     	   
		9781408260107 9781408260203 9781408260227 9781408260241 9781408279472 9781408279489	9781292408088 9781292407852 9781292407869 9781292408071

Phase 2 Unit 3	Common Irregular Words/ High-frequency Words	Fiction	Non-fiction
g, o, c, k	to	     	   
		9781408260128 9781408260159 9781408260166 9781408260173 9781408279496 9781408279502	9781292408057 9781292408064 9781292407838 9781292407845















Phase 2 Unit 4	Common Irregular Words/ High-frequency Words	Fiction						Non-fiction				
ck, e, u, r	the, no, go	 9781408260142	 9781408260180	 9781408260210	 9781408260258	 9781408279519	 9781408279526	 9781292408026	 9781292407814	 9781292408033	 9781292407821	
Phase 2 Unit 5	Common Irregular Words/ High-frequency Words	Fiction						Non-fiction				
h, b, f, ff, i, ll, ss	i, into, her	 9781408260104	 9781408260111	 9781408260135	 9781408260234	 9781408279533	 9781408279540	 9781292408033	 9781292407999	 9781292408002	 9781292407869	
Phase 3 Unit 6	Common Irregular Words/ High-frequency Words	Fiction						Non-fiction				
j, v, w, x	me, be	 9780433019336	 9780602005436	 9781408279557	 9781408279564	 9781408260418	 9781408260425	 9781408260562	 9781408260289	 9781408260388		
Phase 3 Unit 7	Common Irregular Words/ High-frequency Words	Fiction						Non-fiction				
y, z, zz, qu	he, my, by, she	 9781408260364	 9781408260517	 9781408260555	 9781408279571	 9781408279588		 9780433019459	 9781408260319	 9781408260586	 9781408260609	
Phase 3 Unit 8	Common Irregular Words/ High-frequency Words	Fiction						Non-fiction				
ch, sh, th, ng	they	 9780433019343	 9781408260333	 9781408260470	 9781408260548	 9781408279595	 9781408279601	 9781408260449	 9781408260456	 9781408260531		
Phase 3 Unit 9	Common Irregular Words/ High-frequency Words	Fiction						Non-fiction				
ai, ee, igh, oa, oo (long), oo (short)	we, are	 9781408260371	 9781408260432	 9781408260616	 9781408279618	 9781408279625		 9780433019466	 9781408260494	 9781408260524	 9781408260623	
Phase 3 Unit 10	Common Irregular Words/ High-frequency Words	Fiction						Non-fiction				
ar, or, ur, ow, oi	you	 9780433019350	 9781408260326	 9781408260579	 9781408260630	 9781408279632	 9781408279649	 9781408260296	 9781408260401	 9781408260487		
Phase 3 Unit 11	Common Irregular Words/ High-frequency Words	Fiction						Non-fiction				
ear, air, ure, er	all, was, give, live	 9781292338798	 9781408260357	 9781408260500	 9781408279656	 9781408279663		 9780433019473	 9781408260395	 9781408260593	 9781408260302	
Phase 4 Unit 12	Common Irregular Words/ High-frequency Words	Fiction						Non-fiction				
adjacent consonants consolidation (cvcc, ccvc, ccvcc, ccvcc, ccvcc)	said, have, like, so, do, some, come, were, there, little, one, when, out, what	 9780433019367	 9780433019374	 9781292395272	 9781292395289	 9781292395296	 9781292395302	 9780433019480	 9780433019497	 9781408260678	 9781408260685	
		 9781408260715	 9781408260722	 9781408260739	 9781408260746	 9781408260760	 9781292395425	 9781408260777	 9781408260753	 9781408260708	 9781408260692	
		 9781408260661	 9781408279670	 9781408279687	 9781408279694	 9781408279700		 9781292407937	 9781292407920	 9781292407968	 9781292407944	
								 9781292407951				




Year 1

Phase 5 Unit 13	Common Irregular Words/ High-frequency Words	Fiction	Non-fiction
wh, ph	oh, their, people	    9781292395319 9781292395326 9781408260944 9781408279717	  9781292407975 9780433019503
Phase 5 Unit 14	Common Irregular Words/ High-frequency Words	Fiction	Non-fiction
long a: ay, a-e, eigh/ey/ei	Mr, Mrs, Ms	    9780433019381 9781292395333 9781408260821 9781408279724	 9781292407876
Phase 5 Unit 15	Common Irregular Words/ High-frequency Words	Fiction	Non-fiction
long e: ea, e-e, ie/ey/y	looked, called, asked	  9781408260807 9781408279731	  9780433019510 9781292407913
Phase 5 Unit 16	Common Irregular Words/ High-frequency Words	Fiction	Non-fiction
long i: ie, i-e, y, i	water, where	  9780433019398 9781408279748	  9781408260852 9781292407883
Phase 5 Unit 17	Common Irregular Words/ High-frequency Words	Fiction	Non-fiction
long o: ow, o-e, o/oe	who, again	  9781408260920 9781408279755	  9780433019527 9781292407890
Phase 5 Unit 18	Common Irregular Words/ High-frequency Words	Fiction	Non-fiction
long u: ew, ue, u-e, short oo: u/oul	thought, through	   9780433019404 9781292395340 9781408279762	  9781408260869 9781292407906
Phase 5 Unit 19	Common Irregular Words/ High-frequency Words	Fiction	Non-fiction
aw, au, al	work, laughed, because	 9781408260814	 9780433019534
Phase 5 Unit 20	Common Irregular Words/ High-frequency Words	Fiction	Non-fiction
ir, er, ear	Thursday, Saturday, thirteen, thirty	 9780433019411	 9781408260906
Phase 5 Unit 21	Common Irregular Words/ High-frequency Words	Fiction	Non-fiction
ou, oy	different, any, many	  9781292395357 9781408260937	 9780433019541
Phase 5 Unit 22	Common Irregular Words/ High-frequency Words	Fiction	Non-fiction
ere/eer, are/ear	eyes, friends	  9780433019428 9781292395364	 9781408260890



Phase 5 Unit 23	Common Irregular Words/ High-frequency Words	Fiction		Non-fiction	
c, k, ck, ch	two, once		9781408260883		9780433019558
Phase 5 Unit 24	Common Irregular Words/ High-frequency Words	Fiction		Non-fiction	
ce/ci/cy, sc/stl/se	great, clothes		9780433019435		9781408260845
Phase 5 Unit 25	Common Irregular Words/ High-frequency Words	Fiction		Non-fiction	
ge/gi/gy, dge	it's, I'm, I'll, I've		9781292395371		9781408260876
					9780433019565
Phase 5 Unit 26	Common Irregular Words/ High-frequency Words	Fiction		Non-fiction	
le, mb, kn/gn, wr	don't, can't, didn't		9780433019442		9781408260838
Phase 5 Unit 27	Common Irregular Words/ High-frequency Words	Fiction		Non-fiction	
tch, sh, ea, zh, (w)a, o	first, second, third		9781292395388		9781408260913
					9780433019572

## Year 2

Phase 6 Unit 28	Common Irregular Words/ High-frequency Words	Fiction		Non-fiction	
suffix morphemes: ing, ed	clearing, gleaming, rained, mailed			Phase 6 books can be found in Bug Club Independent	
Phase 6 Unit 29	Common Irregular Words/ High-frequency Words	Fiction		Non-fiction	
plural morphemes: s, es	men, mice, feet, teeth, sheep			Phase 6 books can be found in Bug Club Independent	
Phase 6 Unit 30	Common Irregular Words/ High-frequency Words	Fiction		Non-fiction	
prefix morphemes: re, un prefix + root + suffix	vowel consonant prefix suffix syllable			Phase 6 books can be found in Bug Club Independent	