

## Norton C of E Primary School, Phonics Policy 2021

### Our Vision

At Norton School we are determined that every child will learn to read confidently and independently through our provision of systematic phonics teaching and opportunities to apply their skills across the curriculum; enabling children to read fluently.

### Our Approach

Children need to acquire secure and automatic decoding skills and progress from 'learning to read' to 'reading to learn' for purpose and pleasure. The ultimate goal of learning to read is comprehension.

We follow the Letters and Sounds principles and practice of high quality phonics. The six phases of the Letters and Sounds document provides a structure for class teachers to follow and plan for children's progress. Teachers carefully adapt their planning to meet the needs of children within their class. High-quality phonics teaching secures the crucial skills of word recognition that, once mastered, enable children to read fluently and automatically. Once children are fluent readers, they are able to concentrate on the meaning of text.

### Letters and Sounds

- Letters and Sounds is designed to teach children how the alphabet works for reading and spelling.
- There are 6 phonics phases which the children work through at their own pace. Starting with Phase 1 in Norton Little Learners.
- Systematic, high quality phonics teaching is essential and is needed for children to achieve the goal of reading.
- Letters and Sounds is designed as a time-limited programme of phonics. It works on securing fluent word recognition skills for reading.

### Extending Learning and Parental Involvement

- Once a week, we send home a list of the sounds/words their child will be learning each week.
- At the start of Reception, parents attend a phonics evening to learn how best to support their child's phonics.

- Parents will receive an information booklet about the phonics screening process at the start of Y1.

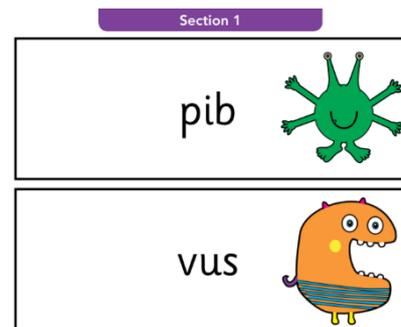
### Lessons and Planning

- The best phonics teaching is characterised by a planned structure:  
Revisit and Review, Teach, Practise, Apply, Assessment
- Phonics is taught as a whole class, with differentiation and intervention used to identify and close gaps in phonic knowledge.
- Class teachers will have ultimate responsibility for planning and assessment of the children in their class and tracking the progress of their children.
- We have daily phonics lessons.

### Assessments

Throughout the school, assessments are carried out three times a year (November, February, June) to assess the children's knowledge before moving on to the next phase.

Each child has an individual assessment pack that goes throughout school with them. From this, information is then put onto insight of the words and sounds the children can read/write.



In Year 1 mock phonics screen checks are administered four times a year (November, January, March, May) to highlight any children who are in need of additional support. From this extra intervention is then given to those who require it.

### Letters and Sounds breakdown

Phase One - Activities are divided into seven aspects, including environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and finally oral blending and segmenting.

Phase Two - Learning 19 letters of the alphabet and one sound for each. Blending sounds together to make words. Segmenting words into their separate sounds. Beginning to read simple captions.

**Phase Three** - The remaining 7 letters of the alphabet, one sound for each. Graphemes such as ch, oo, th representing the remaining phonemes not covered by single letters. Reading captions, sentences and questions. On completion of this phase, children will have learnt the "simple code", i.e. one grapheme for each phoneme in the English language.

**Phase Four** - No new grapheme-phoneme correspondences are taught in this phase. Children learn to blend and segment longer words with adjacent consonants, e.g. swim, clap, jump

**Phase Five** - Now we move on to the "complex code". Children learn more graphemes for the phonemes which they already know, plus different ways of pronouncing the graphemes they already know.

**Phase Six** - Working on spelling, for example: including prefixes and suffixes, doubling and dropping letters.

### **Actions**

Sound buttons:

- Single = .
- Digraph =
- Split digraph = U

Hand Actions:

- Straight hands to segment the sounds.
- Blending the sound, move arms together.
- Fingers for syllables.

Scribing:

- Highlight the current phonic focus when writing across the curriculum.

### **Terminology**

<b>Glossary</b>	
Phoneme	The smallest unit of speech-sounds which make up a word.
Grapheme	The written representation of sounds.
Tricky Word	Word which can't be sounded out.
Keywords	High frequency words.
Vowels	A E I O U
Consonants	B C D F G H I J K L M N P Q R S T V W X Y Z
Adjacent consonants	(br, cr, st)
VC Word	Vowel consonant word (it, is).
CVC Word	Word made up of consonant, vowel, consonant (cat, dog).

Initial sound	First sound in word.
Digraph	Two letters that make one sound, such as 'sh'.
Trigraph	Three letters that make one sound, such as 'igh'.
Split digraphs	Two letters that make one sound, separated by a consonant.
Swaring	Elongating the sound. No "uh".
Sound buttons	
Short vowel sound	a as in cat
Long vowel sound	a as in cake

## Sounds

To ensure consistency of sounds the staff have a video available to them.

## Resources

- When children read any sounds/words they will be in print font.
- When children are writing any sounds/words they will be expected to write in cursive.
- Relevant word banks available to the children.
- Working wall displays current phonic progression in each class.
- For each phases, boxes of resources are available.

## Phonics progression (see separate document)