



PHONICS POLICY

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Statement of Intent:

At Coit Primary School, it is our intent that all children learn to read well, quickly. We have fidelity to Essential Letters and Sounds which is a Systematic Synthetic Phonics (SSP) programme, as validated by the Department for Education, as our approach to teaching phonics. We aim for all children to be fluent readers by age seven by:

- ensuring consistency and simplicity through high quality teaching
- encouraging a wide and rich vocabulary
- providing context, assist in comprehension to allow all children to achieve fluency and accuracy
- teachers, children and parents using consistent terminology
- using consistent 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

ELS Overview – Phase 1 to Phase 5

Phase 1*	Phase 2	Phase 3**
<p><i>Nursery/Pre-School</i></p> <p>Seven aspects:</p> <ul style="list-style-type: none"> • Environmental sounds • Instrumental sounds • Body percussion • Rhythm and rhyme • Alliteration • Voice sounds • Oral blending 	<p><i>Reception Autumn 1</i></p> <ul style="list-style-type: none"> • Oral blending • Sounding out and blending with 23 new grapheme-phoneme correspondences (GPCs) • 12 new harder to read and spell (HRS) words 	<p><i>Reception Autumn 2, Spring 1 and Spring 2</i></p> <ul style="list-style-type: none"> • Oral blending • Sounding out and blending with 29 new GPCs • 32 new HRS words • Revision of Phase 2
Phase 4**	Phase 5 including alternatives and lesser-known GPCs	Beyond Phase 5
<p><i>Reception Summer 1</i></p> <ul style="list-style-type: none"> • Oral blending • No new GPCs • No new HRS words • Word structures – cvcc, ccvc, ccvcc, cccvc, cccvcc • Suffixes • Revision of Phase 2 and Phase 3 	<p><i>Reception Summer 2</i></p> <ul style="list-style-type: none"> • Introduction to Phase 5 for reading • 20 new GPCs • 16 new HRS words <p><i>Year 1 Autumn 1 and 2</i></p> <ul style="list-style-type: none"> • Revision of previously taught Phase 5 GPCs • 2 new GPCs • 9 new HRS words <p><i>Year 1 Spring 1 and 2</i></p> <ul style="list-style-type: none"> • Alternative spellings for previously taught sounds • 49 new GPCs • 4 new HRS words • Oral blending • Revision of Phase 2, Phase 3 and Phase 4 	<p><i>Year 1 Summer, Year 2 and Key Stage 2</i></p> <ul style="list-style-type: none"> • 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 • Revision of all previously taught GPCs for reading and spelling • Wider reading, spelling and writing curriculum

Milestones

Below sets out the term by term expectations we have for children who would be working at age related expectations.

	Autumn	Spring	Summer
F2	Phase 2 Phase 3	Phase 3	Phase 4 Phase 5
Y1	Phase 5 revisit Phase 5	Phase 5 alternative sounds	Phase 5 alternative sounds (review)
Y2	Phase 5 alternative sounds	Phase 5 alternative sounds	National Curriculum spelling programme

Implementation

Through following the ELS approach we will:

- provide daily, whole class, high-quality first teaching that ensures all children have a strong foundation upon which to tackle the complex processes of reading, writing and spelling.
- use well structured daily lesson plans which are rigorous and engaging .
- use consistent terminology by teachers, children and parents.
- use consistent resources that support effective teaching.
- use repetition and reinforcement of learning.
- provide continuous and reactive assessment to ensure that all children keep up rather than catch up.
- provide robust intervention both within and outside of the lesson

Organisation

Each Phonics lesson should include the following sections:

Revisit/Review:

Overlearn the previous graphemes (Flash cards) Speed read previously taught graphemes within words Revise previously taught HRS words.

Teach:

Introduce a new grapheme.

Practise:

Practice reading words containing the new grapheme.

Apply:

Use the apply workbooks to apply the new grapheme by reading sentences or writing dictated sentences.

(During this time the teacher will deliver a 4 minute intervention with children identified as needing support within the lesson).

Review:







Review taught grapheme and HRS words.

Teaching and Learning Strategies in Phonics:

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"> - Hear the sound or word - Say the sound or word - See the sound or word - Read the word - Write the word - Use new vocabulary.
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.

Spelling sequence

Encourage children to follow the sequence:

- Say the word 
- Stretch the word 
- Segment the word 
- Blend the word 
- Count the sounds within the word 
- Say the whole word 

This sequence can be used for any word where the children have been taught the GPCs within the word.

- Phonics is taught systematically for a discrete period of time by a teacher to the whole class in F2, Y1, Y2 and Y3 where appropriate. Adults are used to support children within the session.
- Interventions are timely and same day to ensure no children fall behind.
- All staff are given CPD on Essential Letters and Sounds and the principles behind the teaching of phonics.

Staff will use strategies such as:

- Robot arms** to get children actively engaged with phonics
- Mnemonics** to improve children's memory of graphemes. This technique connects new learning to prior knowledge through the use of visual and/or acoustic cues.
- Sound buttons** are used to identify single units of sound within words to support reading. When you press the sound button, children say the sound aloud and blend the whole word with blending hands.
- Sound bars** are used to identify digraphs and trigraphs within words to support reading e.g.



- Sound links** are used to identify split digraphs with written words to support reading e.g.



Reading Fluency:

See appendix 4 for reading fluency expectations and strategies for supporting each stage in becoming a fluent reader.

What does phonics look like at COIT?

	FS	Y1	Y2	Y3	Y4-6
Time (When/How long?)	Children have access to high quality whole class daily phonics sessions for 35 minutes at 8:50am. Daily application of	Children have access to high quality whole class daily phonics sessions for 35 minutes at 8:50am.	Children have access to high quality whole class daily phonics or GPVS sessions for 35 minutes.	Where appropriate, children have access to high quality whole class daily phonics or	For all pupils, phonics skills are modelled and applied within whole class teaching

	phonics teaching through reading and writing activities.	Daily application of phonics teaching through reading and writing activities.	Daily application of phonics teaching through reading and writing activities.	GPVS sessions for 35 minutes. Daily application of phonics teaching through reading and writing activities.	as appropriate. Provision for the discrete teaching of phonics depends upon the needs of individual pupils who will access phonics through targeted interventions such as Oral Blending, GPC Recognition and Blending for Reading . Other interventions may be used to support specific needs such as LSPs, spelling zappers, Lexia, bespoke reading support and SALT.
Adults How are additional adults used?	Teachers and teaching assistants work with a target bottom 20% group alongside the whole class on the carpet.	Teachers and teaching assistants work with a target bottom 20% group alongside the whole class on the carpet.			
How do you support/scaffold children? Pre-teach/Interventions	<p>Children working below age related expectations in phonics access:</p> <ul style="list-style-type: none"> -intervention within the ELS lesson with the class teacher focussing on the new sound. - interventions linked to the needs identified in their diagnostic assessment (Oral Blending, GPC Recognition, Blending for Reading) - daily reading (mixed paired reading/small group reading/1:1 reading based on need) - supporting phonic resources sent home -supporting interventions based on children's LSPs. <p>This ensures gaps are addressed and blending and segmenting skills are practised.</p>				
How do you challenge children working at greater depth?	Children working above age related expectations in phonics are challenged within phonics sessions e.g. extending their sentence, reading sentences which challenge and stretch them, reading a decodable book at their level.				Alongside Harder to Read and Spell words, spellings are also addressed in line with the National Curriculum which provides guides for spelling rules and patterns.
How do you co-ordinate teaching of phonics sight words and common exception words within the NC?	NC spellings N/A HRS words are taught within phonics lessons and are sent home in addition for children to practise reading and spelling weekly in conjunction with what is being taught in daily phonic sessions.	Year One Spellings are taught in accordance with the NC. HRS words are taught within phonics lessons. These HRS words are sent home in addition for children to practise reading and spelling weekly in conjunction with what is being taught in daily phonic sessions.	Year Two Spellings are taught in accordance with the NC. HRS words are taught within phonics lessons. These HRS words are sent home in addition for children to practise reading and spelling weekly in conjunction with what is being taught in daily phonic sessions.		Within the print rich classroom environment, pupils have access to the ELS wall frieze displaying the graphemes. They also have access to theme word banks, Harder to Read and
How does your learning environment support phonics? Display? Resources?	A wall frieze is used and is visible in each classroom along with a Sound chart. Sound mats (which match the wall frieze) are used.	A wall frieze is used and is visible in each classroom along with a Sound chart. Sound mats (which match the wall frieze) are used.			

	Weekly phonics activities available in provision for children to independently practise their phonics skills			Spell sight words, dictionaries and working walls.
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Terminology: See appendix 4

Impact

At Coit, we promote a learning culture where a secure knowledge of phonic sounds and words enables reading for pleasure as part of our reading and wider curriculum.

Through the teaching of systematic phonics, children become fluent and confident word readers by the end of KS1. This way, children can focus on developing their fluency and comprehension as they move through school.

By the end of Year 2 we expect our children to be skilled at word reading to ensure pupils can:

- Read accurately most words of two or three syllables
- Read most words containing common suffixes
- Read most common exception words (Harder to Read and Spell words)
- Read most words accurately without overt sounding and blending and sufficiently fluently to allow them to focus on their understanding rather than decoding individual words (age appropriate books)
- Sound out most unfamiliar words accurately without undue hesitation (age appropriate books)

In a book that they can already read fluently, the pupil can:

- Check it makes sense to them correcting any inaccurate reading
- Answer questions and make some inferences
- Explain what has happened so far in what they have read

As a Year 6 reader, transitioning into secondary school, children are fluent, confident and able readers, who can access a range of texts for pleasure and enjoyment, as well as use their reading skills to unlock learning and all areas of the curriculum.

Assessment in Phonics:

Assessment of the children's reading skills is key to ensuring that all children make rapid progress through the programme, and that they keep up rather than catch up. Assessment occurs in the fifth week of each half term- this allows all members of staff to target and close any gaps that may be present in either sound knowledge or reading skills. ELS includes specific revision points throughout the programme. Each of these revision points focus on specific skills to support children's rapid movement through the programme, the consolidation of their understanding and the re-activation of knowledge.

All teachers ensure that they are aware of individual children's needs through formative, on-going assessment. Assessments inform our next steps in our planning for the whole class, target groups and individuals. Assessment records cross reference our Coit Reading Sets so staff can clearly identify the reading set which best supports a child's current phonic/reading ability as well as provide opportunities to address any specific gaps. Staff use the following set of codes to ensure consistency when carrying out phonic assessments across school:

Phonic Assessment Codes	Explanation	Example
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√	Instant recognition of GPC/decodable word/ sight word/ tricky sight word	√ The
SC	Self-Correct Not an error	they / SC the
B/S	Blend/Segment The child did not have instant recognition of the word shown and had to blend and segment it.	B/S had
O	Omission	
C	Confusion e.g. child says 'm' for 'n' 'they' for 'the'	m / C n
T	Told - staff member had to tell the child the phoneme/word	T the

At the end of Year 1 there is a statutory assessment. Class teachers and teaching assistants should use these records to plan interventions and support children's progress throughout school.

Interventions

A whole-class approach ensures that all children benefit from the full curriculum. Children who encounter difficulties are supported by the teacher throughout the lesson, and where further support is required, ELS has three interventions to ensure that any learning gaps are quickly filled.

'Decoding fluency is achieved through accurate initial instruction followed by lots of practice.' (Hirsch, 2003)

Oral blending

This intervention supports children struggling with oral blending and those with any auditory processing difficulties. It allows children who require additional practice of this skill to have short bursts of oral blending to consolidate their understanding and support their auditory discrimination. During this intervention, the Reading Teacher needs to model sound-talking for the child, who then sound-talks before blending the word. This additional one-to-one practice also supports vocabulary learning, communication, listening and speaking skills, and interaction with others.

Grapheme–phoneme correspondence (GPC) recognition

This intervention involves deliberate over-learning, re-teaching and repeated exposure. It will support children with English as an additional language, those new to ELS, those with additional needs and those with auditory processing weaknesses or a fluency block.

Before this intervention, you will need to assess the child's grapheme knowledge and be aware of any sound gaps – this should be happening as part of your assessment in every lesson. The intervention is targeted to the day's teaching and can also be used after the Half-termly Assessment to address any gaps that may be apparent.

The intervention follows a similar structure to the whole-class session: reviewing previously taught sounds using grapheme cards, teaching the sound/grapheme that needs reinforcing, and applying this skill by word-building and reading.

Blending for reading

This intervention supports a child who requires additional practice for blending. You will need to be aware of any GPC weaknesses and ensure that these are targeted within the session. There is a strong focus on word-building, listening to the sounds within a word and identifying these. Again, this intervention particularly supports the needs of children with auditory processing weaknesses, those new to English and those who are struggling to apply their understanding of digraphs, trigraphs and quadgraphs as their phonic knowledge builds and their awareness of alternative spellings and pronunciations increases.

Decodable Books

Decodable books are matched closely to each child's phonics ability enabling them to practise and consolidate what has been taught in school. Our Decodable Books are linked to the sounds and HRS words that have been taught at each stage. A child will not encounter an HRS word that they have not yet been taught, nor will they be asked to 'guess' what sound a grapheme represents. ELS includes linked decodable readers, to ensure that every child is able to decode independently and re-read the books until they achieve fluency. Children begin using decodable readers from the first days of teaching. All children who are accessing the Phonics programme have a decodable book that they can read both in school and at home accurately.

Home Reading

Each week, children take home one Decodable Book and one sharer 'Reading for Pleasure' book. This gives children plenty of opportunities to develop their phonic knowledge and reading fluency. Children keep the decodable books for one week and re-read them at least four times in this period. Re-reading ensures that children develop their reading skills and fluency. This, in turn, supports their learning in school; as children become more fluent at reading, they are able to focus on their new learning. This book focuses on vocabulary, language comprehension and develops a love of reading for the children.

Once children are fluent decoders, children choose books from our 'Accelerated Reader' baskets which match their Accelerated Reader reading level identified from their STAR assessment. They can access Accelerated Reader quizzes once they have completed their book, developing their confidence and comprehension skills. To support fluent, greater depth Year One readers, a 'Headstart' assessment can be used to support them with their reading age level and a book can be given accordingly.

Organisation of Decodable Books and Home Reading:

Children's books are changed weekly by the child's class teacher so it can be closely matched to their phonic ability.

'Independent Reading Books' are securely stored in each classroom and accessed only by staff in school.

A record is kept of which children have which books and their reading set level.

Children take their books home every Friday and return to school the following Friday with their completed reading record.

Parents have been supported by staff in school with how to support their child's reading at home through workshops and weekly reading mornings in school.

Decodable Book Sets example:

		Examples:
2a	s, a, t, p, i, n	The life of a caterpillar Make a ladybird Nat did it
2b		

Appendices:

Appendix 1: Reading Fluency stages and strategies to support fluency


Early Reader	<p>Reading behaviours:</p> <ul style="list-style-type: none"> ● They are beginning to evidence one-to-one correspondence, drawing on their developing phonic knowledge by linking graphemes and phonemes to help them decode simple words and recognition of a core of known words. ● They can read and understand simple sentences. ● As fluency and understanding develop children will begin to self-correct <p>Strategies to support the reader:</p> <ul style="list-style-type: none"> -Model one-to-one correspondence of printed words, a balance of cueing systems and strategies -developing confidence through the use of familiar texts. -Attend to the recognition of high frequency words, increasing the vocabulary of sight words. -Teach phonics in context, introducing grapheme, phoneme correspondences and the skills of segmenting and blending through a word. -Ensure children learn a core of common sight words that will also help to facilitate fluency. -Encourage children to self-monitor as they read, checking for sense and accuracy and promote self-correction where reading does not make sense.
Developing Reader	<p>Reading behaviours:</p> <ul style="list-style-type: none"> ● Children apply their developing phonic knowledge when reading words containing known graphemes, recognising alternative graphemes for known phonemes and alternative pronunciations for graphemes, checking that the text makes sense. ● They read words containing common suffixes and contractions and understand their purpose. ● They have a more extensive vocabulary of sight words and fluency is beginning to develop through recognition of larger units within words. ● Children continue to develop self-correction strategies when reading does not make sense and are able to use more than one strategy. ● Their improved fluency enables them to comprehend more of what they are reading. ● Older children at this stage are developing fluency as readers and are reading certain kinds of material with confidence, such as short books with simple narrative shapes and with illustrations. They will often re-read favourite books. <p>Strategies to support the reader:</p> <ul style="list-style-type: none"> -Teach phonics systematically, enabling children to read a wider range of words that may not be easily encoded through syntactic or semantic cues. -Encourage improved fluency by supporting children to look at larger chunks of words through a more analytic approach. -Provide support by demonstrating rhyme and analogy and using onset and rime to relate unknown words to those they know. -Provide word investigations and sorting activities.
Moderately fluent reader:	<p>Reading behaviours:</p> <ul style="list-style-type: none"> ● Children at this stage will be looking at larger units of words to help them to decode more effectively and read more fluently. ● Moderately fluent readers are developing confidence in tackling new kinds of texts independently. <p>Strategies to support the reader:</p> <ul style="list-style-type: none"> -In shared and group reading, continue to model the full range of strategies and the ways in which to cross check for meaning, self-correcting where necessary -Ensure a focus on analytic approaches in phonics teaching to facilitate the recognition of written language as units, such as words within words, rime, syllables, common spelling patterns rather than individual graphemes and phonemes. -Closely observe reading until fluency is achieved to ensure all cueing systems are being employed.
Fluent reader	<p>Reading behaviours:</p> <ul style="list-style-type: none"> ● They will begin to read silently and monitor their reading. ● This transition period is an important one: in the initial stages, they sub-vocalise the words reading at the same pace as if they were reading aloud, but with experience and maturity, the words become 'thoughts in the head' and the rate of reading increases. ● Children at this stage use a fuller range of cueing systems, relying less on phonics, and are able to identify larger units such as syllables, using these to decode unknown words. ● Their increased fluency aids comprehension and allows them to start to self-correct. <p>Strategies to support the reader:</p> <ul style="list-style-type: none"> -Continue to model the full range of strategies and orchestration of cueing systems when tackling more demanding texts. -Enable children to identify whole words and read print with growing confidence and accuracy by encouraging them to observe the ways in which unfamiliar words are constructed and draw on a growing repertoire of morphemes and spelling patterns.



Experienced reader	Reading behaviours: <ul style="list-style-type: none"> ● They can confidently break up words in ways that support them in decoding unknown vocabulary without impeding their fluency.
	Strategies to support the reader: <p>-Reinforce and apply reading strategies in a range of contexts</p>


Appendix 2: Phonics terminology

This is a list of vocabulary we use throughout school to support children with reading and spelling.

Glossary

Blend (vb)	To draw individual sounds together to pronounce a word: for example, s-n-a-p, blended together, reads 'snap'.
Blending hands 	Clap your hands (silently) as you blend the sounds together to say the whole word.
Consonant	A speech sound in which the breath channel is at least partly obstructed and which can be combined with a vowel to form a syllable (i.e. the letters b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z).
Decoding	Extracting meaning from symbols. In the case of reading, the symbols are letters, which are decoded into words.
Decodable text	A text which is entirely decodable based on the sounds and graphemes that have been taught. A child will not encounter a 'tricky' or HRS word that they have not yet been taught, nor will they be asked to 'guess' what sound a grapheme represents. ELS includes linked decodable readers, to ensure that every child is able to decode independently and re-read the books until they achieve fluency. Children begin using decodable readers from the first days of teaching.
Digraph	Two letters making one sound: for example, <ch>, <th>, <sh>, <ng>.
Drum roll	Technique used when introducing a new grapheme/ spelling. This should be a two- to three-second drum roll on the children's laps. It allows the teacher to quickly see that all children are engaged and participating.
Encoding	Writing involves encoding: communicating meaning by creating symbols (letters to make words) on a page.
Grapheme	A letter or a group of letters representing one phoneme: for example, <sh>, <ch>, <igh>, <ough> ('though').
Grapheme–phoneme correspondence (GPC)	The relationship between sounds and the letters which represent those sounds; also known as 'letter–sound correspondence'.

Harder to read and spell (HRS) words	Words that children will find harder to read and spell as they will not have been taught the relevant GPCs.
Me, then you	To ensure that children can apply their understanding independently, we must always give them the information required. First, we show how to do/say something. Then they copy us, before repeating this by themselves. We repeat these steps, reducing our modelling as children's fluency and independence increases.
Phoneme	The smallest single identifiable sound: for example, the letters 'sh' represent just one phoneme (/sh/) but 'sp' represents two (/s/ and /p/).
Phonemic awareness	An ability to identify and make the sounds (phonemes) within words.
Phonics	A method of teaching beginners to read and pronounce words by learning to associate letters or letter groups with the sounds they represent.
Phonological awareness	An awareness of the sound structure of spoken words: for example, rhyme, syllables, onset and rime, as well as phonemic awareness.
Pseudo words	Words that do not make sense but are made up of decodable sounds.
Reading Teacher	Any member of staff who delivers phonics teaching to children. This can be whole-class teaching, support during the Apply section of the lesson, delivering interventions or hearing children read.
Robot arms 	When sound-talking a word (orally segmenting it into the phonemes within the word), Reading Teachers and children use robot arms to physically make the link between the separating of the sounds. This assists children in hearing the separate sounds within the word and ensures that they do not form 'consonant clusters' or 'onset and rime', which are not part of the ELS programme. The word is said in 'robot talk' and then blending hands are used to blend the word.
Segment (vb) 	To split up a word into its individual phonemes in order to spell it: for example, the word 'cat' has three phonemes /c/ /a/ /t/. Children are asked to count the individual sounds in the word to help them to spell it.

Schwa	Schwas are the unstressed vowel sounds within a word. These often sound like a short /u/: for example, ladder, elephant, again, author. Pronunciation of these words can vary, and so for some speakers a vowel may have a schwa sound, and for others the vowel may be pronounced as spelled, in which case the words are not harder to read or spell.
Sound-talk	Oral sounding out of a word: for example, c-a-t.
Split digraph	Two vowels that make one sound but are split by one or more consonants: for example, <a-e> as in 'make' or <i-e> as in 'inside'. There are six split digraphs in the English language: <a-e>, <e-e>, <i-e>, <o-e>, <u-e>, <y-e> (as in 'type').
Stretch 	Elongate the sounds in a word to allow you to hear each sound clearly: for example, 'caaarr'.
Trigraph	Three letters making one sound: for example, <igh>.
Vowel	Speech sounds in which the breath channel is not blocked and does not cause friction when making vocal sounds (i.e. the letters a, e, i, o, u).
Vowel digraph	Two vowels that together make one sound: for example, <ai>, <ee>, <oa>.

Abbreviations

The following abbreviations are used to describe the order of letters in words:

VC	Vowel-consonant: for example, the word 'am'.
CVC	Consonant-vowel-consonant: for example, the word 'Sam'. (Consonants and vowels in these abbreviations can be digraphs and trigraphs too, for example the words 'ring' or 'feet'.)
CCVC	Consonant-consonant-vowel-consonant: for example, the word 'slam'. (Consonants and vowels in these abbreviations can be digraphs and trigraphs too, for example the word 'bring' or 'fleet'.)

Appendix 3: References

Please read this policy in conjunction with these whole school policies:

- Reading
- Writing
- Remote learning policy

