Phonics Policy

Harvington C of E First & Nursery School

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Governor Responsibility: Curriculum and Assessment

Intent

At Harvington C of E First and Nursery School we recognise that reading is the gateway to learning and reading skills developed in the early stages will serve learners throughout their lives. Therefore, we strive to ensure that all children become successful and fluent readers by the end of Key Stage 1. We believe this is achievable through a combination of strong, high quality phonics teaching combined with a learning attitude that promotes a 'Love of Reading'. This policy is aimed at reinforcing a consistent, high-quality approach to the key teaching of phonics across Early Years Foundation Stage, Key Stage One and through Key Stage Two interventions.

Implementation

At Harvington C of E First and Nursery School we follow the DFE Accredited ELS phonics scheme. The aim of ELS is 'Getting all children to read well, quickly'. ELS teaches children to read using a systematic synthetic phonics approach. It is designed to be used as part of an early learning environment that is rich in talk and story, where children experience the joy of books and language whilst rapidly acquiring the skills to become fluent independent readers and writers.
ELS teaches children to:
• decode by identifying each sound within a word and blending them together to read fluently;
• encode by segmenting each sound to write words accurately.

Our Phonics programme starts in our Nursery with Phase 1. The Phase 1 activities are designed to foster an increased understanding of vocabulary and language, listening skills and communication with others, awareness of the sounds both within our environment and within our language, and encourage clear communication and expression for all children's thoughts, feelings and needs.
Phase 1 is a good foundation for children to then begin learning phonics at the very beginning of Reception where it is explicitly taught every day during a dedicated slot on the timetable. Children are given the knowledge and the skills to then apply their learning independently. Throughout the day, children will use their growing Phonics knowledge to support them in other areas of the curriculum and will have many opportunities to practise their reading. This includes reading one-to-one with a member of staff and reading as a whole class.
Children continue daily Phonics lessons in Year 1 to ensure all children become confident, fluent readers. If children are identified as needing extra phonics support in Year 2/KS2, teachers will continue to use the ELS scheme to support these learners.

ELS is based on simplicity and consistency, and the programme is delivered in Reception and Year 1 through whole-class lessons. Throughout ELS, the same teaching sequence is used - Show, copy, repeat – until each child is independent. The teaching sequence is the same in all stages of the lesson, from whole class teaching to one-to-one intervention. Children are given the opportunity to hear and say each sound, first in isolation and then within words and sentences. When introducing a new grapheme–phoneme correspondence (GPC), a mnemonic or rhyme with an accompanying picture is used to ensure that children understand. Children then hear this sound in the context of a word, and a picture and/or definition is given to support their understanding. Practise and repetition are key. Harder to read words (sight words) are also practised within the lessons each day to develop reading fluency.

Key Teaching Features:
Me, then you: The teacher says something, and then the children repeat it exactly.
Practise and repetition are key:
• 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; the main purpose is not to test the children but to teach them.
Active teaching and learning: 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 they move around the room.

It is vital that whilst children are learning to read, they read books that match their phonic knowledge. High quality fully decodable books matched to our scheme and phonics phase are allocated to children to develop their reading skills both in school and at home.

Link to ELS scheme-
https://www.youtube.com/watch?v=7sJ8IOOMJGs

In Year One, children take a 'Phonics Screening Check' which is a statutory assessment required by legislation. Those children who do not meet the pass mark for the assessment will be given support and intervention programmes in Year Two to provide them with sufficient knowledge and understanding to pass the test.

In Year Two, children will apply their phonics knowledge by moving onto ELS Essential Spelling. This provides children with the opportunity to revise the code they already know by looking at grapheme–phoneme correspondences (GPCs) they have already been taught. Within each lesson, the specific code being taught is shown within words and then studied. We know the importance of reading to underpin spelling and that is why ELS Essential Spelling continues to give children opportunities to read within each spelling lesson. The language mapping skills acquired by reading support and underpin encoding. Exposure and repetition are key to enabling children to become successful spellers.

In Key Stage Two, teachers use formative and summative assessments to plan and deliver differentiated interventions for those children that may need extra support.

Coverage and Progression

Nursery

Phase 1 activities are used to develop understanding of vocabulary and develop listening and communication skills.

Element	Content and coverage
1	**Environmental sounds:** • To develop children's listening skills and awareness of sounds within the environment. • Further development of vocabulary and children's identification and recollection of differences between sounds. • To make up simple sentences and talk in greater detail about sounds.
2	**Instrumental sounds:** • To experience and develop awareness of sounds made with instruments and noise makers. • To listen to and appreciate the difference between sounds made with instruments. • To use a wide vocabulary to talk about the sounds instruments make.
3	**Body percussion sounds:** • To develop awareness of sounds and rhythms. • To distinguish between sounds and to remember patterns of sound. • To talk about sounds we make with our bodies and what the sounds mean.
4	**Rhythm and rhyme:** • To experience and appreciate rhythm and rhyme and to develop awareness of rhythm and rhyme in speech. • To increase awareness of words that rhyme and to develop knowledge about rhyme. • To talk about words that rhyme and to produce rhyming words.
5	**Alliteration:** • To develop understanding of alliteration. • To listen to sounds at the beginning of words and hear the differences between them. • To explore how different sounds are articulated and extend understanding of alliteration.
6	**Voice sounds:** • To distinguish between the differences in vocal sounds, including oral blending and segmenting. • To explore speech sounds. • To talk about the different sounds that we can make with our voices.
7	**Oral blending:** • To develop oral blending and segmenting of sounds and words. • To listen to phonemes within words and to remember them in the order in which they occur. • To talk about the different phonemes that make up words.

Reception

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>
	I, the, no	put, of, is	to, go, into	pull	as, his

Reception Autumn 2: Phase 3					
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

Reception Spring 1: Phase 3-4*					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Review week R:4 /oo/ <oo>	/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	

Reception 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	

Reception 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 CCCVCC –er –est

Reception Summer 2-RECAP ANY PHONICS GAPS

Year 1

Year 1 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>

Year 1 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		

Year 1 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) /e/ <ie> (friend)	/ur/ <or> (world) /ur/ <ear> (learn) /oo/ <ou> (soup) /oa/ <ou> (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	because		

Year 1 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/ <ssi> (session) /zh/ <si> (vision) /sh/ <ti> -tious (scrumptious) /sh/ <ci> (delicious) –ous, –ion, –ian
			mother, brother		

Year 1 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 (see Appendix ii).					

Year 2

ELS-Essential Spelling

- Structured spelling lessons for Year 2
- Follows the format and structure of the ELS phonics teaching programme
- Covers the requirements of the National Curriculum at Year 2
- Covers teaching at Phase 6

Phonics Assessment Overview

In Reception and Year 1, phonics assessments are completed half-termly by class teachers. Assessment data is logged half-termly on class score sheets where key children who may need extra support are identified.

Assessment Expectations

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R	**On track percentage:** 70% GPCs (12/17) There is no 'on track' for words as blending is a new skill.	**On track percentage:** 78% GPCs (18/23) If children have 'on track' recall for GPCs they should be able to decode and blend approximately 50% of the real words.	**On track percentage:** 75% GPCs (9/12) >66% Real words (8/12**)**	**On track percentage:** >71% Real words (15/21)	**On track percentage:** >73% Real words (11/15)	**Assess any phonics gaps**
Y1	**On track percentage:** 75% GPCs (6/8) 75% real words (6/8)	**On track percentage:** 85% GPCs (12/14)	**On track percentage:** >77% Real words (17/22)	**On track percentage:** >79% Real words (23/29)	**Pass mark** 32/40 (80%)	Children reading this in less than 1min and 20 seconds (0.88 wps) (See paragraph at end of document)

Class Score Sheet

If children are working **BELOW**, they are working on previous year group phonics.
If children are **WT**, they have gaps in the current phase and are not yet secure.
If children are **EXP**, they are secure at the current phase.
If children are working above the expected level score, they will be recorded as **GD** within that phase.

The subject leader role:

- Being responsible for the upgrading, ordering and storing of resources.
- Sharing developments and new initiatives to support the teaching of phonics.
- Training and supporting staff in the teaching and learning of phonics.
- Using planning, book scrutinies and assessment to analyse phonics data on a half-termly basis.
- Providing feedback to staff after monitoring week.
- Supporting teachers in planning and using resources.
- Updating the school policy when necessary.
- Involving parents in their child's phonics education through running workshops and presentations.
- Analysing phonics through the monitoring of data, books and learning.

Reception ELS Assessments

Autumn 1-70% GPCs (12/17)

s	a	t	p	i	n
m	d	g	o	c	k
ck	e	u	r	ss	

Words

at	pat	tip	tin	map
sad	pig	got	cat	kit
sock	den	duck	red	

Reception ELS Assessments

Autumn 2-78% GPCs (18/23)

h	b	f	ff	l	ll
j	v	w	x	y	z
zz	qu	ch	sh	th	ng
nk	ai	ee	igh	oa	

Words-50%

less	huff	vex	yell	jazz	quiz	chill
wish	bang	honk	nail	teeth	light	foam

Pseudo

beff	gock	wint	queem	jaib	vight

Reception ELS Assessments

Spring 1 75% GPCs (9/12)

oo	ar	ur	oo	or	ow
oi	ear	air	ure	er	ow

Words: >66% Real words (8/12)

cook	charm	curl	scoop
short	frown	join	years
flair	pure	ladder	grow

Pseudo

zooch	quair	tarsh
goid	plear	fleebow

Reception ELS Assessments

Spring 2 Words >71% (15/21)

fan	egg	miss	cow
pure	snow	burn	wait
torch	coast	chest	point
herbs	books	spark	stairs
sport	scoop	rain	three
clear			

Reception ELS Assessments

Summer 1 Real Words >73 (11/15)

painted	bumped	joined	fixes	spotted
dressed	stormed	crushes	blended	stamped
printed	sprained	strapped	scrolled	splashes

Year 1 ELS Assessments

Autumn 1-75% GPCs (6/8)

ay	ou	ie	ea
oy	ir	ue	aw

Words 75% 6/8

spray	proud	dried	treat
enjoy	third	bluebell	awning

Pseudo

flay	frout	zied	cheans
oyt	hirx	crued	jawp

Year 1 ELS Assessments

Autumn 2-85% GPCs (12/14)

wh	ph	ew	oe
au	ey	a-e	e-e
i-e	o-e	u-e	c
y	al		

Words-50%

whisper	nephew	goes	launched
chimney	named	extreme	lime
globe	flute	city	walked

Pseudo

phape	whoin	shude	plice	cralk	drepe

Year 1 ELS Assessments

Spring 1 >77% Real Words (17/22)

acorn	they	steak	weight	rather
she	blind	flying	photo	wand
awful	music	chemist	chef	feather
working	learn	group	shoulder	field
swerve	gym			

Pseudo:

frew	flawp	zey	phobe
ulf	thazz	hiff	scrime

Year 1 ELS Assessments

Spring 2 Words >79% (23/29)

share	there	bear	catch
monkey	gem	gentle	fringe
edge	squidge	listen	bounce
prince	mouse	horse	sign
gnome	knee	knight	write
wrench	climb	noise	raised
squeeze	breeze	cheer	here
option			

Pseudo

cax	jash	coid	ter
paip	riss	zeb	cheug

Year 1 ELS Assessments

Summer 1 32/40 80%

earn	half	taught	pressure	vision	cautious
special	space	march	bead	third	kite
erg	taif	preeg	blafe	plog	shurn
dray	phod	stone	sunny	august	valley
sight	circle	wheat	found	flep	glawp
shup	froy	zoox	rix	ob	boin
trair	bift	fion	gite		

Year 1 ELS Assessments

Summer 2 Read in less than 1 min 20 seconds

The two boys ran into the clearing. They turned to check if the others were still behind them. They could not see them. Maybe they had outrun them. They lay down in the long grass of the meadow. They watched the branches of the sycamore tree sway in the breeze. Sometime later, the boys heard giggling in the tree line. Three children ran out into the long grass. They had some bluebells in their hands. Clearly, they had been distracted! The boys were excited. "We beat you!" they called loudly.