

Phonics at Greenmount Primary School 2024

Aims

- To secure phonics for reading, developing automaticity, fluency and understanding
- To teach pupils aural discrimination, phonetic awareness, sound discrimination, oral blending and segmenting and rhythm and rhyme.
- To ensure that pupils have the skills to segment and blend to read and tackle unknown words, reducing reliance as automaticity develops.
- To learn to read and write all 44 phoneme/graphemes in the English Language and understand the choices for reading and spelling.
- To teach pupils specific strategies to help them remember high frequency and common exception words
- To enable children to use phonic awareness across the curriculum.

We are a Floppy's phonics school! We start teaching phonics from the moment the children start in Reception.

Teaching

Nursery

- Phase 1 phonics is taught over 2/3 sessions weekly with key workers and nursery teacher.
- The staff use Floppy's Phonics picture talk books as a basis for new words and vocabulary.
- The Floppy's phonics picture books are used in small sets or on the IWB
- Activities include phase one phonics activities, knowledge and understanding activities and vocabulary activities.
- Phase 1 is taught continuously throughout the year. Phase 2 sounds are first introduced to the children in the Spring Term through use of Floppy's Phonics alphabet picture cards/ books and slides.
- See planning files and Tapestry for evidence.
- There is a rhyme spine to support phase 1 where children learn a new rhyme and parents supported with resources. Children perform these to parents each term.

Reception and KS1

- Floppy's Phonics is taught 5 times a week, at 9am
- Reception starting with 25 mins (Building up to 45 mins per day) Year One (1hr per day) and Year Two (45 mins + additional fluency/ Guided Reading and spelling).
- Children are grouped by ability groupings with 'spotlight children' having additional support within lessons and during afternoon 'keep up sessions' where we provide targeted support to fill gaps.
- The majority of children will be taught by their main class teacher and other groups are taken by trained 'Reading Teachers'
- Additional phonics boosting takes place in small groups daily to enable all children to 'keep up'
- All children have a 'Speed sounds' recap from the morning after lunch at 1pm and in Year One and Year 2 they apply the reading routine to real and pseudo words.
- We try to ensure that all children are taught in a Teaching V to enable the Reading Teacher to ensure 100% participation and give feedback immediately or support where needed.

Lesson Format Reception: 1 piece of code every 2 days

Day One Input on carpet:

- Recap sounds (Use assessment to focus on sound gaps)
- Introduce new code (Lots of repetition to build phoneme/ picture links)
- Model of oral blending of words and blending to read (My turn/ Your turn)
- Picture talk- children- in brief what is happening?
- Picture talk adult led- Say the word and say the sentence. My turn/ Your turn
- Model reading routine
- Practise in Floppy's Phonics Workbooks

Teaching Day 2:

- Recap sounds
- Spelling practise- segmenting on fingers
- Blending and segmenting practise with letter tiles and pocket chart.
- Children read the cumulative texts (Once they learn ck) and practise writing.

Year One Teaching of Phonics- (One new sound each day)

- Recap: sounds using card pack using assessment knowledge of gaps.
- Teach: Introduce new code- My turn/ Your turn
- Model reading routine.
- Picture talk- children- in brief what is happening?
- Picture talk adult led- Say the word and say the sentence. My turn/ Your turn
- Modelled reading of the reading routine.
- Practice Children use the partner practise books to practise their reading routine. They do the reading routine three times- once out loud, once in their head and once without overt sounding and blending.
- Spell: Ask children to use their phonics fingers and count the sounds- where can we hear...? Draw 2/3 letter lines and write the words that are on the original key card.
- Children write the word as a word without any gaps between sounds.
- Apply: Read and decode sentences (Cumulative texts)- circle words you don't understand and discuss as a class.
- Cumulative text to be used each day highlight sounds and then read and re-read the sentence with increasing fluency.

Common Exception or Tricky Words

These are words in which the English spelling code works in an unusual or uncommon way. They are not words that phonics 'doesn't work,' for but they may be exceptions to spelling rules or words that use a particular combination of letters to represent sound patterns in a rare or unique way.

The teacher introduces any common exception words when reading aloud cumulative sentences in phonics sessions and teaches the reading of these words during short timetabled slots during the week.

Children are given opportunities to practise these as flashcards or slides and are expected to read ones that have been introduced quickly.

These words are sent home in book bags and the children are tested on these each week

1:1 Readers

Children read in groups on matched texts to their phonics or phonics ability. Teachers work with the group to preteach the 'tricky words', identify new code, model blending and fluency and ask comprehension questions. All books that are matched texts are to be 'warmed up' by trained reading teachers beforehand. If a child is struggling at school or home, teacher to read a slightly easier text to take home to build confidence and continue to read a phonetically matched text in the classroom. NB children should only take books home that are phonetically matched to learning. They should not be encouraged to use any other strategies to work out unfamiliar words.

Catch up

Year 1 and 2 (Aut term) all have 'speedy sounds' in the afternoon where they revise code and apply it to short, medium and longer words using their reading routine. Additional catch up is recorded on trackers with reading lead and agreed at the start of each term. Some strategies used may be name on card, reteach, cards in pack. 1:1 catch up time will always be in response to half termly assessment data.

Children who are new to school or have additional needs will be given phonics teaching until they learn all code needed to pass the PSC and recognise all sounds in orange level reading book. Additional phonics sessions are organised by the SEN team and the reading lead and are taught in ability groups and assessed. Assessment trackers are used to ensure all catch up is effective.

Monitoring and Assessment

Half termly assessment in PSC in year 1 and termly analysis of Floppy's phonics coverage ensures that our teaching is filling gaps.

Reading leader meets with all reading teachers to create trackers based on assessment to fill gaps or reteach. Assessment is currently still been shared with the Jerry Clay Reading Hub and always shared with HT and DHT.

Assessment and Reporting

All pupils in Year One will be screened using the Statutory Assessment materials, over a set week in June. This consists of 40 words for the pupils to read on an individual basis to their teacher. Twenty words are 'real,' twenty are pseudo/nonsense words. If a pupil in Year One does not achieve the national threshold, they will be retested when they are in Year Two. If a pupil does not have enough grapheme/ phoneme understanding to take the test they will be deferred and parents notified. This Data will be submitted to the Local Authority.

Home/ School Partnership- Parental Involvement

- Reading workshops are provided for parents to come in and learn about the way that phonics is taught. Children visit the event with parents and model a phonics lesson to them. Teachers are given the opportunity to offer advice for supporting phonics at home.
- Children read Floppy's phonics texts that are carefully matched to their phonics skill and ability and a member of staff reads the book with the child before it goes home to ensure that the child is able to read the text and feels confident.
- Parents attend bedtime storytimes and reading focussed stay and play to encourage reading at home.

- Homework reminders are given verbally, in homework books, and through letters and text reminders.

Equal Opportunities

All children should be given equal opportunities to develop their English abilities regardless of race, gender, religion, ethnic group, culture or ability.

Special Needs

Children who are on the SEND register and who have specific educational needs will be planned for in KS1 and offered phonics catch up in KS2. These children will be supported by SENCO and teachers advised.

Time and organisation

X 5 45/ 1 hour minute sessions daily (Reception and Key Stage 1)

X 5 10 minute sessions daily for catch up (Reception and Key Stage 1)

x 1 weekly 1:1 read with TA or Reading Champion

x 4 Guided Reading sessions weekly (Key Stage 1)

x 5 half hourly literacy sessions

- Children across the key stage and in EYFS will be taught phonics in a teaching V facing the reading teacher.
- Spotlight children will sit in central spots to receive additional support where needed.
- Children will be taught to sit as readers correctly in their chair and with their feet on the floor, fingers ready to follow the text.

Resources

All reading teachers will be fully resourced during phonics teaching and be responsible for the maintenance of these resources.

Reading schemes: Floppy's Phonics

Teacher's handbook

Online resources for teaching

Workbooks

Books

Matched fully decodable books

Cumulative texts

Phonics frieze displayed in class

Flashcards- organised effectively for catch up

Letter tiles

Spelling phonics books year one and year 2

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 provide good examples of the teaching of Phonics in the classroom.
- To ensure all resources are in good condition and all staff are fully equipped,
- To ensure progress and progression,
- To review and monitor assessment data and plan clear next steps for those not on track including in KS2 and new to school.
- To communicate about cohort with all stakeholders e.g HT, reading teachers, SENDCO, parents.
- To give advice on next steps for pupils, training and delivery,
- Keep up to date with training.
- Arrange up to date phonics training for all staff across the school.
- Support colleagues through team practise, modelling and drop ins,
- Encourage parental involvement.

Role of the Staff

- To ensure that phonics coverage is taught in line with the National Curriculum and the Floppy's phonics scheme,
- To implement any changes in the teaching of phonics, with the support of the Headteacher and Subject leader.
- 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 through informal lesson visits.

Review

This policy is to be reviewed every 2 years

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