PHONICS POLICY

Our aim is for our children to learn phonics through a systematic, structured way. In order to do this, we follow the Storytime Phonics Scheme. In Key Stage 1 and EYFS, phonics is taught 3 times daily. Once though an explicit phonics lesson following the Storytime Phonics Scheme of Work and twice more through phonic games, sound or common exception word recognition.

Storytime Phonics is a multi-sensory approach which aims to bridge the gaps between decoding and reading for pleasure by linking new 'target sounds' to real books. We compliment our phonics teaching by giving the children a decodable reading book to take home which directly relates to their phonic knowledge and skills.

Storytime Phonics is based on balancing the two key reading skills identified by Sir Jim Rose's 2006 Simple View of Reading Report (word recognition and language comprehension) by putting real books at the centre of the phonics lesson to instil a love and motivation for reading, while also working alongside teaching children to decode and encode.

What does a lesson look like?

Each Storytime Phonics lesson has four elements: Revisit and Review, Teach, Practise and Apply.

Revisit and Review – This section of the lesson focuses on revisit and reviewing the previous learning of letters and sounds, it reviews the caption and action and allows time for practising the letter names and sounds.

Teach – This section teaches a new 'target' GPC. It uses a 'focus book' that highlights the sound that is being taught and introduces the caption and action for the target sound. In this section, the teacher will also model write the target sound, describing it's position in relation to the line (ascender/descender), model write words containing that phoneme and will include a teach of a new common exception word or high frequency word.

Practise – This section will allow the children time to practise their target GPC as a whole class. This will focus on encouraging correct letter formation of the target sound and will progress through the phases from letter forming the target sound (phase 2), reading or writing words containing the target sound (phase 3) distinguishing real and alien words containing the target sound (phase 5). This section will focus on delivering opportunities for the children to practise writing and reading words and captions including the target sound and previously taught common exception and high frequency words through a multi-sensory approach and phonics games.

Apply – This section is taught as a whole class and provides the children opportunities to write or read a caption or sentence containing previously taught GPCs as well as previously taught common exception words and high frequency words.

This lesson structure is complimented by activities within the Continuous Provision where the children can continue to practise and apply their phonetic knowledge and skills independently.

<u>Progression</u>

In phase 2 of Storytime Phonics, the new phonemes are introduced slowly alongside high frequency and common exception words that contain the previously taught GPCs. This phase focuses on teaching children to read and write words made up of previously taught GPCs and models how to use these words to write and read captions.

Phase 3 continues to introduce phonemes in a structured way, and centers on the introduction of digraphs and trigraphs. The practice and apply sections of these lessons progress through teaching the children to read and write new words containing previously taught GPCs, as well as how to use these words alongside taught common exception words and high frequency words to read and write sentences.

Phase 4 is taught through highlighting consonant clusters while teaching Phase 3 and Phase 5. This is not taught as a separate phase, but consonant clusters are highlighted and pronunciation checked as part of ongoing assessment.

Phase 5 introduces the alternative vowel sounds and spelling, including the split digraphs. It consolidates the children's prior knowledge of GPCs and builds up sentence reading and writing through combining words created from GPCs (including those using alternative spellings) common exception words and high frequency words.

<u>Pace</u>

Term	Reception	Year 1
Autumn Term	Complete lessons for phases 2 and 3 by Christmas with Phase 1 interventions running alongside.	Complete Phase 5 lessons for whole class teaching. Have interventions running alongside for children who are working at Phases 2 or 3.
Spring Term	Repeat phases 2 and 3 lessons to give children time to consolidate their learning. Use this time to extend the children's writing of captions using previously taught GPCs.	Repeat phase 5 lessons for whole class teaching to consolidate learning. Children who are accessing Phase 3 should work on Phase 5 simple word and sentence level work as part of interventions running alongside.
Summer Term	Children spend this time mastering their skills, applying all sounds and common exception words. Repeat any plans as necessary in order to extend and consolidate.	Children spend the time mastering their skills, applying all sounds, common exception words and high frequency words. Emphasise incorporating grammar and punctuation when writing sentences.

<u>Common Exception Words</u>

Within the Storytime Phonics Scheme, common exception words are taught as 'Tricky Troll Words' and a 'Tricky Troll' puppet is used to highlight these. These words are explicitly taught individually alongside the scheme in a structured way. As part of the 'teach' element of the lesson, the children will be taught which part of the word's spelling makes it a 'tricky troll' word. An example would be the work 'was'. This word would be explicitly taught by highlighting that the 'a' in the middle makes a different sound to it's usual phoneme, and so the tricky part of this word to spell is the 'a'.

Teaching resources

The teaching resources we use to deliver Storytime Phonics are colour coded grapheme cards according to phase, orange word cards for high frequency words (referred to by the Storytime Phonics Scheme as 'Phonic Fairy Words') and green word cards for common exception word flashcards. These cards are presented to the children as part of the phonics lessons and they are highlighted within the environments on working walls, windows and throughout continuous provision. These resources all depict words and graphemes written in print form, not cursive or pre-cursive.

As part of the 'teach' aspect of the lesson, the teacher will model how to form the 'sound of the day' using print.

Decodable Books

To ensure that we give children the opportunity to practise their phonics knowledge and skills, we ensure that they are given reading texts closely matched to their level of phonic knowledge. We do this through using the Dandelion Book Scheme.

These move through:

Initial code books which introduce the basic sounds of the alphabet and can be used to 'launch' the children into reading,

Initial Code units 1-10:

Set 1: uses 5 sounds

Set 2: Adds a further three sounds to set 1

Set 3: Adds a further four sounds to set 2

Initial Code units 11 – 20

Introduce digraphs (ch, th, sh, ck, ng, wh, qu, ve) and common word endings

Extended Code:

These books are used as a progression from Dandelion Readers Units 1 to 20.

Split Vowel Set:

These books give further reading practise of the tricky vowel set and use split digraphs eg: a-e, e-e, i-e, o-e, u-e and focus on the Phase 5 sounds.

All staff have access to the full resources provided by Storytime Phonics on TTS, as well as the teacher guide which outlines lesson plans for each phoneme.

We have copies of all flashcards for each phoneme as well as the common exception words and high frequency words. These are also available electronically on TTS.

How do we assess?

We assess phonics using the online 'phonics tracker' assessment tool. This provides targeted individual results that highlights any specific gaps in learning or patterns of difficulty. We assess the children's phoneme/grapheme correspondence in EYFS each half term, and we assess the children against prior screening checks half termly in Year 1.

What do we use our data for?

We use our data to track individual children's progress and specific gaps in their learning in order to provide targeted intervention and support. We also use our data to predict the outcome of the phonics screening check against previous screening checks and their pass scores.

Parental Support

We provide parents with guidance on how to support their child in their phonic development through parent's evenings, parent workshops where we demonstrate lessons and resources as well as individual conversations as and when staff feel they are needed. Parents also have access to pre recorded phonics lessons via Showbie which span from Phase 2 through to Phase 5. These lessons can be accessed anytime and staff are able to direct parents to the specific videos that will be most useful using the individual half termly assessment.