



'I can do all things through God, who gives me strength'

Philippians 4:13

Newton Solney C of E (VA) Infant School

Phonics Policy

Newton Solney C of E (VA) Infant School is a friendly, caring and happy family, where children learn in a creative environment to reach their full potential within the love of Jesus.

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Philippians 4:13

Introduction

At Newton Solney CofE (VA) Infant School, we are passionate about reading. 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, discrete phonics teaching combined with a literature-rich approach that promotes a 'reading for pleasure' culture.

The Sounds-Write Phonics Scheme

At Newton Solney CofE (VA) Infant School we follow the '**Sounds-Write**' **Phonics Scheme** which is a high-quality programme that is endorsed by the Department for Education. The Sounds-Write Phonics Scheme is also a training programme. All 3 teachers have attended a rigorous training course either in person or online to qualify to run Sounds-Write Phonics within school.

Sounds-Write has four key concepts that must be followed. They are:

1. Letters are symbols or spellings that represent sounds from left to right, across the page
2. A sound can be spelt with 1, 2, 3 or 4 letters
3. The same sound can be spelled in more than one way
4. Many spellings can represent more than one sound

Sounds-Write is a quality first Phonics Programme that offers the classroom teacher an instructional method that works because it is a structured, progressive and co-ordinated approach to teaching children to read and spell. The principal attainment targets are:

- The majority of children to have completed the Initial code by the end of Foundation Stage.
- The majority of Year 1 children to pass the Year 1 Phonics Screening test.
- The majority of children to have completed the Extended code by the end of KS1.

Children failing to meet the principal attainment targets will receive targeted intervention which will be tracked and monitored.

The Sounds-Write Phonics scheme is split into two sections. The Initial Code is covered in Reception and introduces the concept of one letter representing one sound. Children practise

blending and segmenting skills to start by creating CVC words and building up to make longer, more complex words. At the end of the Initial Code, children learn that 2 letters can make one sound e.g. ll, ff, sh, ch, th, ck, wh, ng.

The Extended Code then runs through Years 1 and 2. This teaches children that a sound can be represented by more than one spelling e.g. /ae/ can be represented as rain, play, game, great etc. Year 1 children learn the 'First Spellings' for each sound which include the most common ways of representing a sound. Year 2 children learn 'More Spellings' for each sound which recap the sounds learnt in Year 1 and introduce more unusual ways of representing sounds.

Planning

The school follows the systematic approach laid out in the Sounds-Write teachers handbook. Staff complete weekly plans for phonics which ensure progression and effective, high quality teaching. Planning for Phonics is separate from the English planning. Daily sessions are 30 minutes long.

Phonics lessons over a unit should include a balance of the following activities:

- Activities teaching the target sound for the given unit
- Activities recapping sounds taught previously
- Activities to support phoneme manipulation (e.g. turn the word nest into vest - what letter changes?)
- Activities that teach that one spelling can have different sounds (e.g. bead making an /ee/ sound and head making an /e/ sound).

Intervention

Children are regularly assessed and any child who is falling behind is identified and targeted for intervention. There are a range of intervention strategies which the school uses and the most appropriate one is selected once a child's needs have been assessed.

Assessment

Assessment is regarded as an integral part of teaching and learning and is a continuous process. We strive to make our assessment purposeful, allowing us to match the correct level of work to the needs of the pupils, thus benefiting the pupils and ensuring progress. It is the class teacher's responsibility to keep track of the progress made by all children in their class.

Detailed phonics assessments are completed regularly throughout the year for each child.

Phonics Screening Check

In June children in Year 1 take the National Phonic Screening Check to confirm whether they have learnt phonic decoding to the expected standard. The check consists of 20 real words and 20 non-words that children read aloud to the teacher. Samples of the test can be found at www.gov.uk. If children do not pass the test in Year 1 they have another opportunity in Year 2. Parents/carers will receive a letter stating whether their child has met the expected standard. This will be sent out with the child's end of year report.

Spellings

Each half of term a set number of high frequency word spellings are practiced and learnt by the class. These are practiced in phonics lessons and at other times. These words are also sent home for children to practice on the half termly summaries and stuck clearly in children's reading records. Spellings will be assessed through dictation and written work within class. Where possible the set spellings will link with the phonics sounds being covered that half term in phonics lessons.

Homework

Parental involvement is key in supporting children to learn their Phonics. Throughout Reception and Key Stage One, parents are encouraged to read regularly with their child. Regular reading at home should enable the children to use segmenting and blending techniques learned in phonics sessions and reinforce the sounds that have already been learnt within school.

Working with parents/carers

Reception parents receive videos via Tapestry explaining how sounds are taught and ways to support their children with segmenting and blending in Phonics.

In Years 1 and 2, parents receive details of the Phonics to be covered each term on the termly summaries for each class.

A training video on how Sounds-Write is taught and how to support their children at home has been made available to all parents.

Resources

Each classroom has their own resources for use within Phonics lessons. These include, but are not restricted to: post-it notes, magnetic post-it notes, magnetic letters, individual white boards and whiteboard pens. All classes have individual phonics books for children to record their work.

Copies of the 'Sounds-Write' Teacher guide are in each of the classrooms to be used by trained staff. There are a variety of resource books and intervention resources available in both the Swans and Robins/Swallows Classrooms.

Sounds-Write reading books are stored in the library and will also be used within Phonics lessons.

Role of the English and Phonics Co-ordinator

Vicky Allan as Phonics and English Co-ordinator encourages and supports colleagues in their teaching of Phonics. She has the responsibility to ensure that the policy is implemented, used and reviewed and that resources are regularly monitored and evaluated. Phonics Lessons are monitored and evaluated each year.

This policy was reviewed by staff in October 2024, reviewed by the Teaching and Learning Committee in October 2024, and approved at the Governors' meeting October 2024.

Next review date - October 2027

Appendix 1: Phonics Vocabulary Word Definition

<u>Word</u>	<u>Definition</u>
CVC	A consonant-vowel-consonant word, such as cat , pin or top . You may also come across the abbreviation CCVC for consonant-consonant-vowel-consonant words such as clap and from . Also CVCC for words such as mask and belt .
Consonant	A sound represented by any letter of the English alphabet except a, e, i, o, u.
Vowel	A sound represented by a, e, i, o, u
Digraph	A sound that is represented by two letters. sh, ch, th, ph
Split Sound	Two letters split making one sound e.g. a-e in ma<u>k</u>e or i-e in si<u>t</u>e
Trigraph	A sound that is represented by three letters e.g. igh, air, ear
Oral Blending	This involves hearing phonemes and being able to merge them together to make a word. Children need to develop this skill before they will be able to blend written words.
Blending	This involves looking at a written word, looking at each letter and using knowledge letters to work out the sound that the letter represents and then merging these sounds together to make a word. This is the basis of reading e.g. s-n-a-p blended together reads snap.
Oral Segmenting	Hearing a whole word and then splitting it up into the phonemes that make it. Children need to develop this skill before they will be able to segment words to spell them.
Segmenting	Hearing a whole word and then splitting it up into the phonemes that make it. Using phonic knowledge to work out which letters represent those sounds and then writing those letters down in the right order. This is the basis of spelling. e.g. cat has three sounds /c/ /a/ /t/.
Syllable	The natural pauses/beats within a spoken word.

Key Phrases used in Sounds-Write Lessons

- Which letters are **representing** the /?/ sound in this word?
*Use the word **represents** not **makes** as letters themselves can represent a sound but not 'make' a sound.*
- Say the word very precisely in its syllables.
Used in polysyllabic word lessons - can be used to encourage pupils to use similar methods when writing independently.
- Use your **spelling voice**.
When children are encouraged to say a sound how it is spelt phonetically, rather than how it sounds normally.
- Use your **reading voice**.
When children are encouraged to re-read a sentence/ section of text fluently and without sounding out, reading for understanding.
- Say the sounds and read the word.
Used in sound building lessons. Use to encourage children when reading independently to sound out words rather than guess

