



Blessed is the one who trusts in the Lord, whose confidence is in him.  
 They will be like a tree planted by the water that sends out its roots by the stream.  
 It does not fear when heat comes; its leaves are always green.  
 It has no worries in a year of drought and never fails to bear fruit.

Jeremiah 17: 7 - 8

A PLACE TO LEARN, LOVE & GROW

## Phonics Policy

### Phonics Teaching

Phonics is the process of learning to connect the 44+ sounds in the English language with the letters and combinations of letters which represent them. Children are then taught to blend sounds together in order to read words and segment sounds within words in order to spell.

At The Federation of Middleham and Spennithorne CE Primary Schools, we have chosen to deliver phonics using the Little Wandle for Letters and Sounds Revised SSP programme. Phonics teaching starts in the second week of Reception and children are taught up to 4 new sounds per week in a set order.

In Reception and Year One, we teach phonics through daily 20-30 minute lessons which follow a **revise and review, teach/practise, and practise/apply** format. The 'apply' segment of the lesson extends into group reading practice sessions (more detail below). Phonics lessons are delivered to the whole class where possible and all children participate in each section of the lesson. To avoid cognitive overload, the activities in each section of the lesson are repeated each day and children are familiar with the routines.

### SSP Programme Overview

#### Reception

Reception	
<b>Autumn 1 Phase 2 graphemes</b> s a t p i n m d g o c k c k e u r h b f l	<b>New tricky words</b> is I the
<b>Autumn 2 Phase 2 graphemes</b> ff ll ss j v w x y z zz qu ch sh th ng nk • words with –s /s/ added at the end (hats sits) • words ending in s /z/ (his) and with –s /z/ added at the end (bags sings)	<b>New tricky words</b> put* pull* full* as and has his her go no to into she push* he of we me be
<small>*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.</small>	
<b>Spring 1 Phase 3 graphemes</b> ai ee igh oa oo oo ar or ur ow oi ear air er • words with double letters • longer words	<b>New tricky words</b> was you they my by all are sure pure
<b>Spring 2 Phase 3 graphemes</b> Review Phase 3 • words with double letters, longer words, words with two or more digraphs, words ending in –ing, compound words • words with s /z/ in the middle • words with –s /s/ /z/ at the end • words with –es /z/ at the end	<b>No new tricky words</b> Review all taught so far
<b>Summer 1 Phase 4</b> Short vowels with adjacent consonants • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –est	<b>New tricky words</b> said so have like some come love do were here little says there when what one out today
<b>Summer 2 Phase 4 graphemes</b> Phase 3 long vowel graphemes with adjacent consonants • CVCC CCVC CCCVC CCV CCVCC • words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est • longer words	<b>No new tricky words</b> Review all taught so far

## Year One

Autumn 1	Review tricky words Phases 2–4
Review Phase 3 and 4 <b>Phase 5</b> /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each	Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today

\*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations, in which case, they should not be treated as such.

Autumn 2 Phase 5 graphemes	New tricky words
/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ ow claw	their people oh your Mr Mrs Ms ask* could would should our house mouse water want

\*The tricky word 'ask' may not be tricky in some regional pronunciations, in which case, it should not be treated as such.

Spring 1 Phase 5 graphemes	New tricky words
/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup	any many again who whole where two school call different thought through friend work

## Lesson Structure

Each lesson follows the same sequence. The activities and resources used (e.g. flashcards, sound mats) are consistent throughout the school. Below are some examples of activities for each part of a phonics lesson.

Revise and review	<b>Speedy sounds</b> – using flashcards to revise taught GPCs. <b>Word reading</b> – children read words which they have read before, spotting digraphs before soundtalking and blending. <b>Tricky word reading</b> – chn read tricky words which they have read before.
Teach and practise	<b>Grapheme spotter</b> – children are introduced to new grapheme and try to spot the grapheme in GPC flashcards <b>Word reading</b> – children read words which they haven't read before. Sound buttons are used to support reading and children soundtalk and blend to read (teacher points to each sound and sweeps to blend) <b>Tricky word reading</b> – chn read new tricky word and teacher discusses which part is tricky
Practise and apply	<b>Read a sentence</b> – shared reading of a sentence. Children spot digraphs in words and tricky words then read the sentence fluently. <b>Spelling</b> – children spell two of the words taught through the lesson and the new tricky word. Teacher models spelling using segmenting fingers.

## Vocabulary and mantras

These terms are used with the children and they are taught to use this vocabulary when they discuss their own learning.

Phoneme: a unit of sound

Grapheme: the way a unit of sound is written down

Digraph: two letters which represent one sound, e.g. ck (Mantra: 'two letters, one sound')

Trigraph: three letters which represent one sound, e.g. igh (Mantra: 'three letters, one sound')

Quadgraph: four letters which represent one sound, e.g. ough

Vowel digraph: two letters representing a sound in which at least one letter is a vowel

Consonant digraphs: two consonants representing one sound

Split digraph: two letters which represent one sound but are not adjacent, e.g. make

Adjacent consonant: two or more separate consonants next to each other in a word, e.g. **s**plash, **m**ask

Decoding: recognising and saying each separate sound within a written word in order to blend it

Blending: running the sounds in a word together in order to read

Segmenting: separating the sounds in a spoken word in order to spell

Tricky words/common exception words: these are words which occur often in children's reading and are taught to be read by sight as they are not completely decodable, e.g. the

## Early reading in EYFS/KS1

Once children in Reception can blend words using the first sets of graphemes, they will begin reading group practice sessions using books which are accurately matched to each child's phonic knowledge. All the reading books used in these reading practice sessions are fully decodable. Children will only read books containing sounds that they know. Throughout Reception and Year One, teachers complete half termly assessments to ensure that the children are reading appropriately matched books. After a reading book has been read three times in school, it is sent home with a reading record for parents/carers to fill out when they have read with their child. It is expected that children will read 3 times a week at home. Re-reading books allows children to practise and builds confidence, fluency and automaticity. When a book is sent home, children should be reading it at 95% fluency.

## Reading Group Practice Sessions

Children in Reception and Year One take part in reading group practice sessions led by an adult three times a week.

**Lesson 1 – decoding.** This lesson focuses on the children decoding and blending the words in the book they are reading. This is first modelled by the teacher and graphemes/familiar words/tricky words are revised before reading.

**Lesson 2 – prosody.** This lesson focusses on the children building appropriate expression, intonation and phrasing when they read. The teacher models reading aloud and the children copy and practise the use of expression.

**Lesson 3 – comprehension.** This lesson focusses on the children's understanding of what they have read. The teacher asks pre-prepared questions about the content of the book and assesses the children's knowledge and fluency.

## Phonics Assessment

The children are assessed daily during phonics lessons and any sounds/tricky words they need to work on are then planned into the 'revise and review' lesson which is taught each Friday. After each half termly block of teaching,

there is a revise and review week to address any gaps in learning. We formally assess phonics termly using a tracker to monitor which phase each child is working in securely. We use their achievement in both reading and spelling to assess phonics progress. By the end of Year 1, children should be secure at Phase 5.

There is a statutory phonics screening check which is to be taken by all children at the end of Year 1. This check assesses the children's recognition of sounds as well as their decoding and blending skills with real and nonsense words. If the children do not achieve the required mark (previously 32) they will take the check again in Year 2.

### **Interventions**

Phonics progress is tracked regularly to assess whether each child is secure with the sounds that they have been taught. If a child is struggling to retain several sounds or finding it difficult to decode and blend using their known sounds, they will receive additional 1:1 support completing targeted activities. These activities are all in line with Little Wandle Letters and Sounds Revised. Interventions should be same day where possible to allow for 'keep up' rather than 'catch up'.

If children in Year Two or KS2 are not yet reading fluently, they will receive 1:1 or small group keep up sessions following the intervention programme laid out in Little Wandle Letters and Sounds Revised. All resources used in these sessions are consistent with those used in daily phonics teaching in Reception and Year One.