



Holland Moor Primary School

Phonics Policy

This policy outlines the teaching, organisation and management of phonics at Holland Moor Primary School.

Synthetic Phonics is taught from the first year of our nursery class through to the end of KS1 (Year 2) and beyond. Intervention and extra practice is available for any children in KS2 who need support with their developing phonics skills.

We teach our daily lessons using the FFT Success for All programme. High quality phonics teaching occurs daily as a whole class. Small group and 1:1 phonics teaching takes place as an intervention tool.

Our phonics teaching aims to –

- Enable children to start learning phonic knowledge and skills on entry to school, with the expectation that they will become fluent readers having secured word building and recognition skills by the end of KS1.
- Ensure that the children apply phonic knowledge as their first approach to reading and spelling (allowing for the fact that not all words conform to regular phonic patterns).
- Ensure that the children are taught to read and spell high frequency words that do not conform to regular phonic patterns.
- Ensure that children have opportunities to read texts and words that are within their phonic capabilities as early as possible.
- Encourage the children to attempt to spell words for themselves within the range of their phonic knowledge, by building an individual repertoire and the confidence and strategies to attempt the unfamiliar.
- Help children to apply the skill of blending phonemes in order to read words.
- Help children to segment words into their constituent phonemes in order to spell words
- Learn that blending and segmenting words are reversible processes.

Progression in Phonics at EYFS (Reception) and KS1

Nursery

Children are assessed on entry to Nursery (or when they join the school if after this time) to provide the class teacher with a baseline assessment. These assessments are repeated termly to ensure that all children are making progress. Additional support is offered to those children not making the expected progress.

Children will take part in daily activities as set out in the FFT programme.

The First Steps to Phonics programme is designed to gradually introduce children to phonics by first embedding phonological awareness before moving on to teaching Grapheme Phoneme Correspondences (GPCs). The entire Autumn term is spent teaching all seven aspects of Phase 1 of Letters and Sounds:

- General Sound Discrimination (Environmental, Instrumental and Body Percussion)
- Rhythm and Rhyme
- Alliteration
- Voice Sounds
- Oral Blending and Segmenting

The aim is that children should become attuned to the sounds around them and start to develop their oral blending and segmenting skills before formal phonics sessions are introduced during the Spring term. The programme seeks to reduce the cognitive load for children by gradually introducing more phonics skills during the year. This keeps early sessions short, which is appropriate for young children. It also enables them to understand and master initial skills before moving on to apply them for reading and writing. Throughout First Steps to Phonics, each GPC is taught over two days. This provides more opportunity for consolidation, helping children to remember the GPCs they are taught.

First Steps to Phonics covers the first 35 GPCs taught in SfA Phonics, equivalent to the end of Step 9. The intention is that when children start SfA Phonics, they will have existing phonics skills. As before, this reduces the cognitive load, enabling children to successfully apply their skills for reading and writing.

Reception

In reception, planning is divided into weeks or 'Steps' of the programme, with each Step covering a select number of GPCs.

During Term 1, children will learn on average three or four new GPCs per week, with the final day of the week being reserved for review and consolidation. Starting in Term 2, children begin to learn vowel digraphs at a pace of one per week. During Term 3, children continue to learn vowel digraphs along with common alternative spellings. The year concludes with three weeks of review to consolidate all Reception level content in preparation for Year 1. The phonics lessons follow a consistent daily structure with clear timing goals for each activity. This consistent approach enables lessons to be taught with pace as everybody understands the routine and what is expected.

Each lesson lasts 25 minutes and follows the same basic sequence each day:

- Review of Previously Taught GPCs (10 minutes)
- Teach, Practise and Apply New GPC (15 minutes)

KS1

Over the course of three terms, children will cover the next 24 sounds and common alternatives in the developmental progression first established in Letters and Sounds 2007. The planning is divided into weeks or 'Steps' of the programme, with each Step covering a select number of GPCs. The Year 1 planning teaches the remaining long vowels, including split digraphs. Children will learn to read nonsense words along with CCVCC, CCCVC and CCCVCC words. All Key Stage 1 Common Exception Words are taught and reviewed, and children learn the spelling and grammar conventions from the Year 1 NC. The year concludes with six weeks of review to consolidate long vowel sounds and any remaining Year 1 content.

To support both teachers and children, the phonics lessons follow a consistent daily structure with clear timing goals for each activity. This consistent approach enables lessons to be taught with pace as everybody understands the routine and what is expected.

Each lesson lasts 25 minutes and follows the same basic sequence each day:

- Review of Previously Taught GPCs (10 minutes)
- Teach, Practise and Apply New GPC (15 minutes)

Each child in Reception and KS1 has a reading book that is in line with their current Phonic Phase ensuring the child is able to read and de-code words confidently.

NURSERY	RECEPTION	YEAR 1	YEAR 2
First steps to Phonics programme.	Steps 1-32	Steps 33-68	Recap of previous steps learnt. Phase 6

Phonics Screening Check

We aim to:

- Ensure that children have enough skills in place to achieve the required score in the Phonics Screening Check at the end of Year 1.
- Children who have not met the expected level will retake the phonics screening check in Year 2.

Phonics beyond KS1

Phonic teaching is not exclusive to Foundation Stage and KS1. Children in KS2 requiring additional support in literacy revisit phonic work through a number of literacy interventions.