

Phonics Policy

At Abacus Primary School, we believe that good reading and spelling is an essential skill that allows children to communicate their understanding in all curriculum subjects. Good quality phonic teaching secures the skills of word recognition and decoding which allow children to read fluently. This will result in children being able to read for pleasure and develop comprehension skills. These phonic skills need to be taught systematically following the format:

1. **Review and Revisit** – Children revisit the previous taught learning via interactive and engaging games and activities in a whole class environment.
2. **Teach** – Children are taught a new phoneme/grapheme, a new skill or spelling rule.
3. **Practise** – Children practise using the rule in context
4. **Apply** - Children are encouraged to apply new learning independently in their writing.

We follow this systematic approach laid out in Supersonic Phonic Friends (DFE validated SSP programme) which fully meets the published DFE's 16 essential core criteria.

Organisation

Phonics is taught throughout EYFS and KS1 and KS2 where appropriate. In FS and Year 1, children follow the Supersonic Phonic Friends structure. From Year 2, interventions are planned for those children who have not passed the Year 1 Phonics Screening Test, either continuing to follow Supersonic Phonic Friends or adopt other approaches, taking individual needs into account.

Foundation Stage

The expectation is that children are taught all of The Basics 2 and 3.

Children will:

- Learn letter names and use this when discussing phonemes e.g. 'the letter b sometimes makes a /b/ sound'
- Hear, use and begin to understand the terms: letter, phoneme, grapheme, digraph, split digraph, trigraph, blend and segment.
- Have one session of phonics a day.
- Develop and practise their phonic skills throughout the day during adult supported writing, guided and/or 1:1 reading and child-initiated activities.

Year 1

The expectation is that children are taught the Basics 4 with a focus on blending and segmenting longer words with adjacent consonants e.g. swim, clap, jump. Followed by the Higher Levels of Phonics including alternative sounds.

Children will:

- Complete the Higher Levels by the end of Year One.
- Complete additional phonic and spelling objectives from the National Curriculum.
- Hear, use and understand the terms: letter, phoneme, grapheme, digraph, split digraph, trigraph, blend and segment.
- Have two sessions of phonics a day: with a mix of reading, spelling and handwriting in each session.
- Develop and practise their phonic skills throughout the day during writing, guided reading and in cross curricular activities.

Year 2

The expectation is that children focus on spelling, including prefixes and suffixes, doubling and dropping letters etc.

Displays and Learning Resources

Supersonic Phonic Friends displays are added to as each new grapheme or tricky word is introduced. Graphemes are displayed from the phase children are working on and in the order that they are taught. Decodable and Tricky words are displayed separately. Children have access to grapheme charts/sound mats to support their learning. Alphabet charts with lower and upper-case letters are displayed in EYFS and KS1.

Assessment and Monitoring

Teachers make on-going assessments of children to ensure that planning targets individual and class needs. Phonic knowledge is also assessed regularly and children are given the book(s) that meets their current phonic knowledge so they are able to read independently and practise their decoding skills. The books will also include common exception words (tricky words) that they should also know at that point.

The expectation that

- At the end of Foundation Stage, children are on reading books that contain Basics 2 and Basic 3 sounds.
- At the end of Year 1, children are on reading books containing Higher Level sounds.
- At the end of Year 2, children are reading books on the Accelerated Reader scheme.

Within class, LSAs are used to target specific groups of children. Small intervention groups are planned for pupil premium children, children with SEN and those identified as not having made expected progress and decided on a termly basis through Pupil Progress meetings.

Phonics lessons, activities, interventions and assessments are monitored by the Phonics Leader and/or English Leader.

National Phonic Screening

At the end of Year One, children are assessed under the statutory Year 1 Phonics Screening Check, which takes place in June of each year. This test contains a combination of real and pseudo words to test a child's phonetic awareness and ability to blend. In Year 2, children who did not reach the required standard for the Year 1 Phonics Screening Check will need to be re-assessed. These children will then be required to retake the test in Y2 during the following June testing period.

Spelling

The use of Target Tracker and Rising Stars (GAPS) tests are used termly to assess learning and progress.

Reviewed Sept 2024