

## **Phonics and Decoding Policy 2020**

This policy should be read alongside the reading comprehension policy and the English policy. Language and Literacy are central to our ability to understand, interpret and communicate about the world and each other. Reading is a thoughtful process which requires the reader to contribute his or her own experiences and thoughts to the comprehension of the written word. The ability to read is fundamental to many aspects of life and is central to developing understanding in many areas of the curriculum. As print occurs all around, it is important not to think of reading only in terms of books, but in a much wider context too.

### **Aims and Objectives for Reading and Phonics**

We aim to:

- enable our pupils to read confidently, fluently, accurately and with understanding and enjoyment.
- teach pupils to employ a full range of reading cues - phonic, graphic, syntactic, contextual - to monitor, correct and make sense of their own reading.
- foster an interest in words and their meanings and to gain an appreciation of books from a variety of genres and media (fiction, nonfiction, reading scheme books, 'real' books, e-books (kindles) etc.
- foster a love of different types of literature, to read with enjoyment and be able to evaluate and justify preferences.
- develop a suitable technical vocabulary through which pupils can understand and discuss their reading.
- develop reading skills alongside those of writing, so that pupils may become literate adults and readers for life.
- create a variety of reading opportunities across all areas of the curriculum.

We use a variety of published schemes, such as Letters and Sounds Phonics, Oxford Reading, Songbirds, Jolly Phonics and Floppy's Phonics, to support the Teaching in Reading and Phonics.

Reading is taught alongside 'Letters and Sounds' This is a programme designed to teach children how the alphabet works for reading and spelling through:

- Developing speaking and listening skills
- Teaching high-quality phonic work

It is taught through six phases beginning with Phase 1 and 2 in Reception. It allows children to see the relationship between reading and spelling.

## **Phase 1**

Phase One is all about encouraging children to listen and focus on the sounds around them. It does not involve teaching any letter sounds.

There are 7 aspects to this phase;

- listening to sounds in the environment
- exploring instrumental sounds
- body percussion (clapping to nursery rhymes)
- rhythm and rhyme
- alliteration
- voice sounds
- oral blending and segmenting

## **Phase 2**

The purpose of this phase is to teach 19 letters and move children on from oral blending and segmentation to blending and segmenting with letters.

(a, e, i, o, u, b, c, d, f, g, h, k, l, m, n, p, r, s, t, ck, ll, ss, ff)

Letters are introduced to the children one at a time in daily phonics sessions through a wide range of games and practical activities. We try to teach four letters each week. The phase 2 letters are: s, a, t, p, l, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, l, ff, ll, ss

Once children have become familiar with different letters, we move on to teaching them how to use the letters they have learnt, to read and spell words. This is called blending and segmenting. When children are ready, they will move from phase 2 into phase 3. This is where we will teach letter names and where the children will be introduced to digraphs and trigraphs.

Of course, there are some words which cannot be decoded using phonics. These are referred to as tricky words! We introduce these words to children in phonics sessions and with lots of repetition and practise, children will begin to recognise these words by sight.

(I the no go to into)

There is no formal assessment for phonics in Reception. However, children will continue through the phases in Year 1 and will complete a phonics screening check at the end of that year. Children's development in phonics will be monitored closely throughout Reception. We will listen to children read in school through phonics sessions, shared reading and individual reading. While phonics is important, and currently viewed as the main strategy, we also encourage the use of different strategies for reading. This includes;

- Using pictures
- The context of the story
- Sight words
- Questions

### **Phase 3**

The purpose of this phase is to teach the remaining 7 letters of the alphabet, one sound for each and another 25 graphemes, most of them comprising two letters (e.g. oa, oo, ch) Children also continue to practise CVC blending and segmentation in this phase and will apply their knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions. They will learn letter names during this phase, learn to read some more tricky words and also begin to learn to spell some of these words.

### **Phase 4**

The purpose of this phase is to consolidate children's knowledge of graphemes in reading and spelling words containing adjacent consonants and polysyllabic words. No new grapheme-phoneme correspondences are taught in this phase. Children learn to blend and segment longer words with adjacent consonants, e.g. swim, clap, jump.

### **Phase 5**

(Throughout Y1)

Now we move on to the "complex code". Children learn more graphemes for the phonemes which they already know, plus different ways of pronouncing the graphemes they already know.

### **Phase 6**

(Throughout Y2 and beyond)

By the beginning of Phase Six, children should know most of the common grapheme– phoneme correspondences They should be able to read hundreds of words, doing this by:

- reading the words automatically if they are very familiar;
- decoding them quickly and silently because their sounding and blending routine is now well established;
- decoding them aloud.

Children's spelling should be phonemically accurate, although it may still be a little unconventional at times. Spelling usually lags behind reading, as it is harder. Working on spelling, including prefixes and suffixes, doubling and dropping letters etc. At this stage many children will be reading longer and less familiar texts independently and with increasing fluency. The shift from learning to read to reading to learn takes place and children read for information and for pleasure. Children learn some of the rarer grapheme–phoneme correspondences and to use them accurately in their reading. During this phase, children become fluent readers and increasingly accurate spellers.

### **Home- school links**

Getting children to read independently is one of our core aims for our curriculum. In order to do this, we must promote reading at every opportunity.

The best adverts for reading are adults who are enthusiastic and knowledgeable about children's books, who can recommend just the right book for a child at just the right moment. Teachers play an important part in making these recommendations. As a school we try to build on enthusiasm we create by providing books for borrowing.

We ask parents to read regularly with their children. We recognise that it is difficult for some parents to read regularly with their children, for a variety of reasons. We provide advice for parents where we can. Children will take home weekly a reading book linked to their ability and a free choice book. As well as bringing home two reading books reception children will also bring home a sound book with high frequency words, including tricky words to allow them to become more fluent readers.

Claire Brackstone

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**Assessment of Phonics Phases**

Date assessment was carried out .....

	Year R	Year 1	Year 2	Year 3+
Phase 1				
Phase 2				
Phase 3				
Phase 4				
Phase 5				
Phase 6				
Phase 6 +				

