
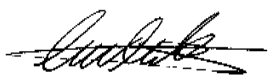


SVPS Phonics Policy 2021-2022



Governor Committee Responsible:	C & S	Staff Lead	Mr. G. Mills
Status	Non - Statutory	Review Cycle	Annual
Last Review	October 2021	Next Review Date	October 2022

Designation	Name	Date	Signature
Chair of C S	Mrs S. Hulbert	14.10.21	
Head Teacher	Mr. G. Mills	14.10.21	

What is phonics?

- This is the knowledge of how the alphabetic sounds work and how these sounds are combined to correspond to the spoken word.
- Phonemes are the sounds which are made by blending letters to correspond to the spoken word.
- Graphemes are the written equivalent of phonemes.

Aims

- To present high quality, systematic phonic work.
- To enable children to learn phonic knowledge and skills with the expectation that they will become fluent readers, having secured word building and recognition skills, by the end of Key Stage One.
- To ensure that the children apply phonic knowledge as their first approach to reading and spelling, even though all words do not conform to regular phonic patterns.
- To ensure that children have opportunities to read texts and words that are within their phonic capabilities as early as possible, even though all words may not be entirely decodable by the children unaided.
- To encourage the children to attempt to spell words for themselves, within the range of their phonic knowledge, by building the confidence and strategies to attempt the unfamiliar.
- To help the children to apply the skill of blending phonemes in order to read words.
- To help the children to segment words into their constituent phonemes in order to spell words.
- To learn that blending and segmenting words are reversible processes.
- To teach the children that phonemes should be blended from left to right through the complete word, in order for it to be read.
- Within the teaching of phonics, ensure that children are also taught an increasing amount of everyday words which need to be learned by sight.

Delivery of Phonics

- The teaching of phonics at Swindon Village Primary School explicitly follows the Sounds-Write Phonics Programme (EYFS – Y2) and No Nonsense Spelling (Year 3 - 6). Over the next two years, after sufficient training, Sounds-Write will be used to teach spelling throughout the school.
- Phonics sessions should be engaging, have a good pace and be interactive.
- Spellings of sounds are taught in units; children will be introduced to sets of letters at a time.
- All spellings of sounds will be taught in a whole word context.
- Sounds taught should be 'pure' i.e. 'b', not 'buh' as this is central to phonic teaching and the ability to recognise sounds in words.
- Within phonics sessions, children are taught to use and understand the correct and appropriate terminology (sound, spelling, segment, blend)
- Children are taught that some sounds are represented of 1, 2, 3 or 4 letters.
- Children should be recording their ideas on both whiteboards and in books. Whiteboards allow for error correction and promote confidence in all children. Evidence of learning will be collected and books will also be used to record some learning

Sounds-Write Programme

The sounds Write programme begins with the sounds in the language and moves from the sounds to the written word.

The Sounds-Write approach ensures that:

- A) Children develop key concepts about the way English is written.
- B) Children practise the skills essential for reading and spelling accurately.
- C) Children learn the sounds and the spellings of English.

Concepts

Through the Sounds-Write programme children will understand that;

Concept 1 - Letters represent sounds

NB: Letters do not 'make' sounds they represent them and, as teachers and learning support assistants, we should be careful that, when we are teaching children to read, we use appropriate phrases to reinforce this e.g. 'what sound do you say for this?' (Pointing to letter or letters) not 'what sound does this letter make?'

Concept 2 - A sound can be spelled with 1,2,3 or 4 letters.

The English language contains single letter spellings. For example, in the word 'cat' c-a-t. These are relatively simple to read and spell. However, many sounds are spelled with two or more

letters e.g. oa in boat, ou in out and igh in high. These present more of a problem for a nonskilled reader and will need to be pointed out by the teacher and practised by the child. It is important to understand that letters don't make sounds, they represent or spell them.

Concept 3 - In English the same sound is often written with different spellings (same sound, different spellings).

In English every sound that we say can be represented by at least 2 different spellings. In many cases the number of different spellings of the same sound is much larger; maybe 8 or 9! The sound 's' for example is written in different ways in these words: sat, city, voice, mess, house, listen, scent.

There are 44 speech sounds and around 175 different ways to spell those sounds, using a combination of the 26 alphabetic letters.

New readers must learn that there are more ways than one to represent the same sound so that they learn to look very carefully in order to spell well.

Concept 4 - In English, the same spelling can spell different sounds

For example, <o> spells the sound /o/ in dog, /oe/ in go and /oo/ in do. Readers need to be able to swap sounds (phoneme manipulation) to read the word accurately if another possible sound for that spelling has been tried first.

Skills

1. Blending
2. Segmenting
3. Phoneme Manipulation

Code Knowledge

For skilled fluent reading it is vital that children have a thorough knowledge of the spelling code of the 44 sounds of English.

The code is taught through multi-sensory activities and lessons where the children are building whole words sound by sound, reading words and writing words. Initially we work with words where the spellings are 1:1 (sound:letter). Later we move to 2 letter spellings and we teach the spelling alternatives for the sounds. In each school year, we extend the number of sounds taught and also the number of spellings covered.

Children need to be taught explicitly and extensively how the sounds of English are written. This teaching and learning should be repeatedly revised and reinforced during daily reading and spelling activities. The code should not be allowed to remain a mystery to pupils.

The Sounds-Write (linguistic phonics) programme is based on extensive research which has isolated and examined the processes involved in learning to read and spell. Each component of the programme is carefully designed so that the developing reader/writer can be guided by explicit instruction at every critical point.

Through whole class instruction, extension activities, small group practice all children in our school will be equipped with the necessary concepts, skills and knowledge to become independent in reading, writing and spelling.

As with all tasks some children will learn quicker and some will need extra practice and teaching. Each child's progress will be commensurate with their level of ability.

Organisation

- On entry to school, children are assessed on their phonic knowledge.
- Phonic work is incorporated into daily lessons as well as a dedicated phonics lesson.
- Phonic sessions should take place every day, lasting between 20 minutes to half an hour.
- Children should be taught in whole class sessions with catch up sessions organised for those who need them.

ICT

- Children are shown how information technology can be used to enhance their phonic learning and are given opportunities to explore these possibilities during the day, where appropriate.

Assessment

- Built into 'Sounds-Write' and 'No Nonsense Spelling' is a detailed assessment programme. This is used to assess the progress of each individual child when needed. Assessments will be used if a child demonstrates that they are having some difficulties within their Phonics/Spellings sessions.
- As a result of assessments, children receive the appropriate catch-up sessions as outlined in the Sounds-Write manual.

Inclusion

- It is our aim to give every child the opportunity to experience success in learning and to be the best that they can be. We appreciate that some pupils will have specific learning and assessment requirements.
- Teaching strategies are planned to make lessons and the learning environment more conducive for children with specific learning differences.
- For some lessons, extra adult support is provided in the lower ability groups. SEND pupils have My Plans(+) or EHC Plans which include specific targets to be addressed.

Equal Opportunities

- All children have an entitlement to access reading and spelling strategies at an appropriate level and are helped to do this.