



# **ALDERMAN RICHARD HALLAM PRIMARY SCHOOL**

**ARH – Educating a community of life-long learners**

## **Phonics Policy**



# **PHONICS POLICY**

## **Overview**

This policy outlines the requirements needed from Phonics teaching within Alderman Richard Hallam. It will also detail the expectations of lesson structures and terminology used with children from the Foundation Stage up through Key Stage 2. It is our aim that this policy will help to regulate and maintain consistency across the school and ensure the effective teaching of Phonics across Key Stages. It is the responsibility of all teaching staff to make sure this policy is implemented.

## **Aims**

The aim of this policy is to have a consistently high standard of phonics teaching. At Alderman Richard Hallam Primary School we aim to:

- Deliver well-structured and systematic lessons that teach children the skills of reading and writing.
- Use creative and engaging techniques to embed the sounds learnt in Phonics lessons.
- Follow the structure outlined in the Letters and Sounds document.
- Use a consistent approach to learning sounds with consistent resources, rhymes and songs, created by the Phonics Lead, adapted from Mr. Mc. Flying with Phonics.
- Ensure children have access to appropriate Phonics prompts, whether working in Foundation Stage, Key Stage One or Key Stage Two.
- Develop fluency and competency in using the sounds for Reading and Writing and being able to transfer and adapt these skills for use independently.

## **Expectations of Teaching Phonics**

In the Foundation Stage and Key Stage 1, Phonics should be taught for 30 minutes per day. These sessions will be split into the sections below and should focus on teaching one sound either per week, over a few days or per day, depending on the competency of the children. For Key Stage 2, Phonics lessons can be incorporated into timetables if needed with the cohort based upon previous assessments and can also be used as an intervention for SEND, EAL and NtE children to help them learn how to read and write phonetically. All phonics lessons from Reception should be taught as whole class sessions with any additional adults supporting pupils on the carpet. They could have a group on the carpet next to them to support their learning but all pupils must have access to the main teaching input. Any interventions for phonics should be additional to the main phonics lesson. Nursery will be doing small key worker phonics sessions, using an agreed planning format.

To ensure consistency across the school, new resources must be used and included within phonics lessons. All sounds in phase 2, 3 and 5 have a corresponding picture which is consistent between the flashcards and sound mats. All sounds have an action which should be used consistently. Descriptions of the actions to be used and videos modelling them are available to support with consistency. All single phonemes have a song to support the learning of the sounds. These will be used mainly in Reception. The first sounds will be introduced in Nursery. All digraphs and trigraphs in all phases will have a rhyme to support the learning of these sounds. It is expected that all rhymes on the flashcards should be used within flipcharts.

Furthermore a consistent approach to forming letters should be used by using the same letter formation rhymes for non-cursive letters which should be used within Nursery and Reception. These Letter formation rhymes and videos are then adapted for pre-cursive letters which should be introduced in Year 1. Actions, songs and pictures are inspired by Mr. Mc. Flying with phonics but some have been adapted, and new ones have been created, as needed by the phonics lead.

The order of teaching new phonemes will continue to follow the recommended order by Letters and Sounds. As a school, we will continue to use the structure of review, teach, apply and practice within our lessons. This should be explicit within Phonics Planning. Phonics planning should be evident daily on flipcharts from Reception to Year 2 and for Nursery the use of a planning format that has been agreed should be used. If planning, on flipcharts, each day should have a page with the activity that is planned to meet the Review, Teach, Practise and Apply sections.

### Review

The review section of each Phonics lesson is vital in ensuring that children are refreshing their memory of the sounds they have already learnt. This can be done through the use of flash cards or songs, but must be a recap of either one sound they have already learnt, or multiple sounds.

During the Review section, the following may also be recapped:

- Tricky words – reading and writing.
- Letter names
- Picture linked to the sound.
- Techniques for decoding.
- Sound buttons.

It is expected that as part of the review section of the lesson, there will time to practice oral segmenting and blending. Teachers and support staff to use the language of 'I robot ... you say' and then 'I say ... you robot'.

### Teach

The Teach section is where new learning should be taking place. In this section a new sound should be introduced, or a learnt sound in a new context.

The sound can be introduced in a number of ways, but should be spoken, written and read to enable children to develop their knowledge of the sound in all contexts. We encourage staff to teach Phonics in dynamic and engaging ways, in-line with the rest of the Curriculum.

During the teach section, the sound could be:

- Written on whiteboards/in books.
- Written using fingers in the air/on hands/on a friend's back.
- Spoken to a friend, looking at the shape of the lips and tongues.
- Said in a series of different words using the key sound.
- Read from the IWB.

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- Hidden around the room.

### Practice

The practice section should involve the sound being used in words, being written or read, to encourage children to see the sound within a word. They can practise using the 'Three Step' technique (1. Detect, 2. Segment, 3. Blend) to help them apply their knowledge of sounds into the reading of a word.

During the practice section, you could do the following activities:

- Matching words to pictures.
- Buried treasure.
- Making words from phonemes.
- Speed reading.
- Phonics Play games.
- Silly soup.

### Apply

The apply section of a phonics lesson should focus on applying the words in a different context, such as within a sentence or mixed with other phonemes. The sentence could either be read or written but the primary focus should be on recalling the sound of the day and using it in the correct place in the sentence.

The apply section could include:

- Silly sentences/questions.
- Making their own sentences.
- Sentence building blocks.
- Chopped up sentences/scrambled sentences.

### Phonics Screening

The Phonics Screening takes place each year in June. Children are asked to read 40 words that are phonetically decodable using sounds from Phase 2, 3 and 5. The check tests children's ability to recognise sounds from each of the phases and apply them into reading a word.

You can find more guidance about the Phonics Screening Check at

<https://www.gov.uk/government/publications/phonics-screening-check-sample-materials-and-training-video>

### Progression

F1: Phase 1 and introduction to Phase 2.

F2: Phase 1 Recap. Phase 2 and application. Phase 3 teaching with some application.

Year 1: Phase 3 Recap and application, Phase 4, Phase 5 Teaching with some application.

Year 2: Phase 5 recap and application, Grammar.

## **Inclusion**

All pupils should be included within phonics lessons. Adaptive teaching strategies should be evident in planning. The use of practical activities, pictures, actions, songs and rhymes should be used to support EAL and SEND pupils. The use of support staff should be used within lessons to support pupils. Any phonics interventions should take place outside of phonics lessons. If the teaching of phonics is not accessible to a pupil, the use of precision teaching could be introduced.

Pupils who excel at phonics should be encouraged to work on the application element of phonics and also have the use of grammar introduced into their phonics sessions.

In KS2, if pupils have not been able to pass the phonics screening check, they should be receiving phonics interventions. If pupils are not making progress with the use of phonics interventions, the use of precision teaching could be introduced.

Pupils NtE should be provided with small group phonics sessions within their year group or phase.

## **Assessment**

Pupils will be assessed using assessment grids provided by the phonics lead each term to see what sounds the pupils recognise and also their ability to apply the skills of segmenting and blending. These assessments should be used to inform groupings and subsequent planning. Assessments should be completed at the end of each term and filed into each child's phonics folder. After assessments have been completed, assessment trackers should be completed on the Excel templates provided on the server in order to track progress and identify groups for targeted interventions.

## **Monitoring and Review**

Monitoring and reviewing takes place on a regular basis to ensure Phonics is as effective as possible. This includes:

- A focused phonics action plan that is regularly reviewed and adapted to meet the needs of the school.
- Phonics Learning Walks and detailed feedback to ensure the progression of phonics teaching.
- Phonics planning audits.
- Phonics training for members of staff.
- Monitoring what interventions are being put into place for pupils in Key Stage 2 who failed to pass the Phonics Screening Check by the end of Key Stage 1 and if these are being effective.
- Monitoring the use of phonics interventions for pupils with EAL or NtE and how effective they are being.

### **School Closure**

In the case of a full or partial school closure, the teaching of Phonics will continue via the use of SeeSaw. Through SeeSaw, teachers will be able to share their flipcharts for teaching and also provide mini-videos and/or sound recordings modelling new sounds and strategies to support the learning of Phonics at home. Phonics activities will also be provided in which the teachers will provide feedback to. Pupils who do not have access to the Internet at home will be provided with 'Phonics at Home' sheets to support their learning of Phonics at home, which are suitable to the phase they are working within. Upon return to school, a thorough phonics assessment will take place so that appropriate interventions can be put into place as required.

*Date for review: September 2025*