

# Phonics Policy

May 2018

**ROBERT PEEL**  
Primary School



## Aims

At Robert Peel Primary School we believe that the teaching of Phonics plays a key role in helping children learn to read, write and spell. We follow the Sounds~Write Phonics Scheme which is a high-quality program endorsed by the DfE. Our aim is for the vast majority of children to be confident readers by the end of KS1. High quality Phonics teaching enables children to decode new words confidently and independently and leads to improved understanding. This will result in children being able to read for pleasure, undertake research and develop their comprehension skills. Sounds~Write phonics also teaches children how to spell words and this helps them to become confident writers.

## Objectives

The main objective of the teaching and learning of Phonics is to enable all children to access reading and writing at an age-appropriate level. This is best achieved when there is:

- A consistent whole school approach to the teaching of Phonics throughout Foundation Stage, KS1 and KS2.
- Rigorous planning, assessment, and tracking.
- Sufficient training provided to enable the implementation of Sounds~Write based teaching of Phonics by all staff involved in the teaching of Phonics.

At Robert Peel Primary School we use the Sounds~Write Phonics Programme. Sounds~Write is a quality first Phonics Programme that offers the classroom teacher an instructional method that works because it is a structured, multi-sensory, incremental and co-ordinated approach to teaching children to read and spell. The principal attainment targets are:

- The majority of children to have completed the Initial code by the end of Foundation Stage.
- Higher achieving children (in Foundation stage and KS1) to be identified and moved through the planning progression at a more rapid pace.
- The majority of Year 1 children to pass the Year 1 Phonics Screening test.
- The majority of children to have completed the Extended code by the end of KS1.
- All children who did not meet these targets in KS1 to continue to follow the Sounds~Write programme in KS2.

Children failing to meet the principal attainment targets will receive targeted intervention which will be tracked and monitored.



## **Phonics planning**

The teaching of Phonics in Foundation Stage, KS1 and KS2 (for those who did not meet the attainment targets by the end of KS1) will be planned in accordance with our Phonics Policy and will include:

- Daily instruction in dedicated phonic lessons.
- Lessons planned by the class teacher using the Sounds-Write programme.
- Intervention groups which target the needs and ability of the children and make effective use of support staff.
- Appropriately-paced lessons that provide children with suitable tasks to demonstrate their learning using the Sounds-Write support materials.
- A separate weekly plan which will document the sounds that should be revised and those which should be introduced, according to needs of the different groups of children. Planning to be uploaded to the server on a weekly basis.
- Planning should include high frequency words that children will be introduced to alongside phonics teaching.
- Planning should include nonsense words to determine how well children can blend and segment phonetically.

Planning should reflect and build on prior learning. Staff must ensure that all children are given sufficient exposure to the letter sound correspondences that will be presented to them in the Year 1 phonics screening assessment, where children must use their phonic knowledge to correctly read 40 words. If the children do not achieve the allotted pass rate, they will receive targeted intervention before re-taking the test in Yr2.

Children will be matched to an appropriate book level that matches their phonic knowledge. For children learning the Initial code, Dandelion readers will be used alongside other appropriate phonic based reading schemes. For children learning the Extended code, Bug Club books and other phonics-based reading schemes will be used to help children practise and consolidate their phonics skills.

## **Teaching and learning:**

- The approach to the teaching of phonics across the school will consistent; and show progression of skills and knowledge.
- When teaching a new sound, ensure children are seeing how the sounds are represented in written form through adult modelling and through opportunities to practice writing in the air and on whiteboards. In addition, phonics based written work should to be recorded in books on a regular basis.
- Ensure every lesson gives children opportunities to see, say, blend and segment sounds to make words and also to practise writing words.
- Use fingers to segment sounds and make sure you show the blend.
- Children to be taught in differentiated phonics groups.



### **Resources:**

- Copy of the Sounds~Write manual and supplementary materials booklet in each classroom through which to deliver the programme using a systematic approach.
- Initial Code and Extended Code interactive whiteboard presentations available from the server.
- Three Sounds~Write Resource Kits (two for KS1 and one for KS2) designed to facilitate one-to-one and small group intervention work.
- Flashcards, magnetic letters, post-its and whiteboards.
- Dandelion reading scheme which matches the Sounds~Write units.
- Supplementary materials available as PDF downloads from Sounds-Write.

### **Assessment, Recording and Reporting**

On-going formative assessment will be used by the class teacher and teaching assistants to determine how successful the children have been in their ability to recognise and write graphemes, orally blend and segment words and their ability to read and spell phonetically regular words.

Progress will be monitored using the Robert Peel Phonics assessment sheet. All children will be assessed at least once per half-term and this data will be analysed and used to determine which children need to join a Phonics intervention group. Children must be taught in differentiated groups and moved between these groups according to their progress. Children in Year 1 (and those in Year 2 who didn't pass the Year Phonics Screen) will take practise Phonics Screen tests once a term to monitor their progress. Assessment results will be shared with the Deputy Head teacher.

### **Management**

The Literacy Leader will monitor and evaluate the planning and teaching of Phonics within the school through observations, scrutiny of work, displays and on-going discussions with class teachers. All teachers and LSA's will receive Sounds~Write training to ensure that lesson delivery is a high quality and consistent with the School Phonics Policy.



**Appendix 1 – Planning pro-forma**

Date:	Phonics planning
Group	
Weekly objectives Spellings	
	Key focus for each lesson.
Mon	
Tues	
Wed	
Thurs	
Fri	



**Appendix 2 – Phonics Progression plan**

**Robert Peel Phonics : Teaching Progression**

**Nursery Phonics:** Letters and sounds Phase 1.

From this point, **Sounds~Write to be used as the basis for all phonics planning.** Government advice is **not** to mix and match phonics schemes. Word lists and to aid teaching can be found in the Sounds Write file and games and other teaching aids can be found in the Sounds~Write folder on the server.

**Sounds~Write, initial code**

Skills : to segment, blend and manipulate sounds in words with the structure:	Sounds/spellings to be covered	Conceptual knowledge/notes
CVC, unit 1	a, i, m, s, t	Sounds can be represented by spellings with one letter
CVC, unit 2	n, o, p	
CVC, unit 3	b, c, g, h	
CVC, unit 4	d, e, f, v	
CVC, unit 5	k, l, r, u	
CVC, unit 6	j, w, z, x, y	
CVC, unit 7	ff, ll, ss, zz	Some spellings are written with a double consonant
VCC and CVCC, unit 8		
CCVC, unit 9		
Polysyllabic words, taught in parallel with initial code and extended code.		Once children are secure at 4 and 5 sounds then polysyllabic words can be introduced.
CCVCC, CVCCC and CCCVC, unit 10		
Two letters to make one sound, unit 11	sh, ch, th, ck, ng, qu	Some spellings are written with two different letters

Children to be secure at all of the above by the end of Foundation stage and higher achievers to start working on the extended code.



**Extended code (Year 1)**

Teach polysyllabic words alongside the Extended code.

Priority has been given to the sounds required for the Year 1 phonics screen. Older children can be taught a wider selection of sounds (as laid out in the Sounds~write folder), if desired.

Polysyllabic words	To be taught alongside the extended code using polysyllabic lessons 11-15.
Alternative spelling Unit 1 /æ/ sound	ea (steak) + ai, ay, a-e
Alternative spelling Unit 2 /ee/ sound	e (we) y (funny) + ee, ea, e-e (ie can be introduced later but is required for the Year 1 phonics screen)
Alternative spelling Unit 4 /oe/ sound	ow (snow) o (open) + oa, oe, o-e
Alternative spelling Unit 6 /er/ sound	er, ir, ur
Alternative spellings Unit 7 /el/ sound	e (chest), ea (head)
Alternative pronunciations Unit 3 ea	Head, steam, steak
Alternative spellings Unit 8 /ow/ sound	ou, ow
Alternative pronunciations Unit 9 ow	now, snow
Alternative spelling Unit 10 <sub>m</sub> /oo/ <sub>n</sub> sound	ew, oo, ue, u-e
Alternative spelling Unit 11 /iel/ sound	y (fly) igh, ie, i-e, I (kind)
Alternative spelling Unit 12 <sub>b</sub> /oo/ <sub>k</sub> sound	u (put) oul (would) + oo
Alternative pronunciations Unit 13 oo	Book, moon
Alternative spelling Unit 19 /or/ sound	or, aw, au, ore
Alternative spelling Unit 21 /ue/ sound	ue, ew, u-e, u (unit)
Alternative pronunciations Unit 22 ew	Blew, few
Alternative spelling Unit 23 /oi/ sound	oi + oy
/ar/ sound	ar
/wh/ sound	wh
Alternative spelling Unit 40 /f/ sound	f, ff, ph (introduce gh later)
/ear/ sound	ear
Alternative spellings Unit 20 /air/ sound	air, ear, are
The sounds below are not required for the Year 1 phonics screen.	
Alternative pronunciations Unit 31 y	yam, sky, happy, lyric
Alternative spellings Unit 37 /j/ sound	j, g, ge, dge
Alternative spelling Unit 16 /s/ sound	c (city) ce (ice) se (horse) sc (science) st (Christmas) + s, ss
Alternative spelling Unit 33 /n/ sound	nn (dinner) ne (gone) gn (gnash) kn (knife) + n



Alternative spelling Unit 46 /r/ sound	rr (hurry) rh (rhubarb) wr (wrong) + r
Alternative spelling Unit 18 /l/ sound	al (metal) el (model) il (pencil) le (paddle) ol (petrol) + l, ll
More sounds /or/	a, ar, al
Alternative spellings Unit 14 /u/ sound	u, ou, o
More sounds /ee/	ey
More sounds /o/	a (want)
More sounds /er/	or (world)
More sounds /or/	al (walk) a (also) ar (warm)
/z/ sound	e.g. vision
tion spelling	e.g. fiction

These are the spellings required for the KS1 curriculum.

Further alternative spellings and alternative pronunciations can be found in the Sounds~Write folder.

Children will also need to be taught to spell using the guidance in Appendix 1 from the National Curriculum. This will include how to spell various suffixes and prefixes, past tense, plurals etc.



**Appendix 3 - Phonics assessment sheet**

**Robert Peel Phonics assessment sheet**

Date tested:


Initial code units 1-7 spellings

a	b	c	d	e	f	g	h	i	j
k	l	m	n	o	p	q	r	s	t
u	v	w	x	y	z	ff	ll	ss	zz

Units 1-7 words

1. at	2. if	3. beg	4. rum	5. van	6. kid
7. hug	8. cop	9. lob	10. wok	11. fix	12. jazz

Unit 8 words

13. ink	14. ant	15. elf	16. opt
17. camp	18. pond	19. just	20. mink

Unit 9 words

21. frog	22. club	23. swim	24. trod
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Unit 10 words

25. crest	26. flint	27. dusts	28. ramps	29. scrap	30. strop
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Unit 11 words

31. such	32. rash	33. cloth	34. them
35. pick	36. lung	37. quiz	38. wham

Extended code (don't use the sheet to directly assess, use word cards muddled up so that children don't just use the pattern)

Unit 1 /ae/ sound

39. pain	40. tray	41. gate	42. great
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Unit 2 /ee/ sound

43. meet	44. he	45. eat	46. tummy
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Unit 4 /oe/ sound

47. coat	48. slow	49. bone	50. toe	51. go
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Unit 6 /er/ sound

52. fern	53. girl	54. hurt
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Unit 7 /e/ sound

55. chest	56. head
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Unit 8 /ow/ sound

57. town	58. loud
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Unit 10 <sub>m</sub>/oo/<sub>n</sub> sound

59. crew	60. root	61. glue	62. rude
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Unit 11 /ie/ sound

63. line	64. pies	65. might	66. fly	67. kind
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Unit 12 <sub>b</sub>/oo/<sub>k</sub> sound

68. wood	69. could	70. put
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Unit 19 /or/ sound

71. corn	72. draw	73. haul	74. sore
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Unit 21 /ue/ sound

75. argue	76. stew	77. tube	78. unit
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Unit /oy/ sound

79. joy	80. soil
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Miscellaneous

81. smart	82. wheel	83. phonic	84. spear	85. chief
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Unit 20 /air/

86. fair	87. bear	88. care
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Polysyllabic words

89. sunset	90. farmyard	91. chimpanzee	92. continent
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**Year 2 curriculum**

93. gem	94. badge	95. large	96. race	97. scissors
98. gnash	99. knee	100. wrong	101. rhino	102. little
103. tinsel	104. metal	105. fossil	106. call	107. warm
108. other	109. key	110. want	111. world	112. vision
113. fiction				

Spelling test 1

map	pen	rug	six	ant
nest	cram	spun	flint	jumps
strum	chat	shot	thud	long



Spelling test 2

tan	pig	sum	fox	end
sand	stop	fret	print	ramps
scrub	chin	shed	thin	song

Spelling test 3

not	fan	leg	mix	act
soft	grin	twin	crisp	lumps
sprig	chop	shut	that	ring



Appendix 4 – Polysyllabic word assessment sheet

Robert Peel Phonics Polysyllabic Assessment Sheet

Date tested:


Extended code (don't use the sheet to directly assess, use word cards muddled up so that children don't just use the pattern)

Unit 1 /ae/ sound

114. painfully	115. straying	116. operate	117. greatness
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Unit 2 /ee/ sound

118. between	119. repeated	120. beanbag	121. cleverly
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Unit 4 /oe/ sound

122. overcoat	123. pillow	124. backbone	125. toecap	126. photograph
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Unit 6 /er/ sound

127. perfectly	128. blackbird	129. sunburn
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Unit 7 /e/ sound

130. interest	131. sweater
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Unit 8 /ow/ sound

132. announcer	133. flowers
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Unit 10 /oo/ sound

134. jewellery	135. schoolboy	136. bluebell	137. include
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Unit 11 /ie/ sound

138. confide	139. magpies	140. frightening	141. cycling	142. gigantic
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Unit 12 /oo/ sound

143. booklets	144. couldn't	145. usefully
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Unit 19 /or/ sound

146. forgetfulness	147. strawberry	148. Autumnal	149. explore
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Unit 21 /ue/ sound

150. avenue	151. newspaper	152. uselessly	153. monument
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Unit /oy/ sound

154. loyalty	155. appointment
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Unit 20 /air/

156. fairground	157. underwear	158. nightmare
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Spelling test 1

greater	between	mountain	frighten	brother
August	wearing	ladybird	anyway	choices
wanted	damaged	ordinary	telephone	available

Spelling test 2

broken	interest	shooting	shouldn't	pressure
already	lemonade	balloon	include	asking
available	compliment	envelope	happily	sympathy

Spelling test 3

perfect	around	afraid	couple	sensible
talking	medium	windows	useful	partner
deliver	telescope	inventor	recorder	instrument