

Bengeworth CE Academy



Phonics Policy

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Updated September 2019

Aims

- To teach pupils aural discrimination, phoneme and rhyme awareness in order to encourage good spelling
- To encourage repetition and consolidation so that spelling becomes automatic
- To encourage pupils to segment and blend
- To learn to read and write all 44 graphemes in the English language
- To teach pupils specific strategies to help them remember tricky words
- To ensure that teaching of phonics is lively, interactive and investigative
- To encourage all pupils to apply their phonic skills in different areas of the curriculum

Letters and Sounds

Bengeworth CE Academy uses Letters and Sounds as the core to phonics teaching. The main aim is to develop the pupil's phonological awareness, ability to segment and blend words and read tricky words on sight in order to become fluent readers. Teaching at all levels should include:

- Teacher exposition
- Whole class, group and individual work
- Tricky word vocabulary

Phonics teaching takes place discretely for at least 20 minutes every day and is differentiated accordingly to ensure all groups of pupils are reaching their full potential. Pupils will have completed phases 4 and 5 by the end of Year One and phase 6 by the end of Year Two, regularly revisiting the sounds and tricky words previously learnt. In Years 3, 4 and 5 interventions run for pupils who have not completed Letters and Sounds (Apples and Pears)

Other resources used to support the teaching of phonics include:

- Phoneme cubes
- Phonics Play (internet based activities)
- Board/card games
- Flash cards
- Phonics packs (used by TAs to support and extend ability groups identified by the class teacher during all phases of a phonics session)
- Phonics Hero - each child in R, 1 and some in Year 2 have their own personal accounts.

Spelling, Punctuation and Grammar

When children are competent with all of the graphemes and phonemes related to Letters and Sounds they move into Spelling, Punctuation and Grammar. Children have the chance to explore rules and patterns within these discrete sessions as well as building on them within daily English and topic lessons. During English lessons we encourage children to apply their phonic knowledge to read and write. It is our aim that pupils become fluent and effective writers; accurate spelling is a means to that end. At Key Stage 2 there is an emphasis on the recognition of letter strings, visual patterns, the application of spelling conventions and the morphology of words. Nevertheless, it is recognised that some children need to consolidate their phonics knowledge and skills- this is done through intervention groups.

Assessment

Differentiated spellings are allocated each week for children to learn. These are regularly linked to the current topic as well as the expected words in the National Curriculum (see *Appendices*)

Teachers assess writing using Epiphany strides each half term. Effective assessment involves careful observation, analysis and review of each child's knowledge, skills and understanding in order to track their progress and make informed decisions about planning for the next steps of learning. Phonics assessments are carried out half termly within Reception linked to Phases 2 and 3 and half termly Phonics Screening checks are carried out in Year 1.

It is the teacher's responsibility to ensure that there is a robust and continuous assessment of children's phonic progress in order to identify those with additional needs, including those with specific learning difficulties. These children will require immediate and sustained additional support to close the gap with their peers.

National Phonics Screening

All pupils in Year One will be screened using the National Assessment materials in Term 6, end of June. If the pupils in Year One do not pass the screening they will be retested when they are in Year Two. This data is submitted to the Local Authority.

Learning Outside the Classroom

The children at Bengeworth are encouraged to carry on their learning in the outdoors, being stimulated by the rich and exciting environment surrounding both schools. Opportunities are taken to make their learning fun and relevant using the outdoors resources.

Monitoring and Review

This policy will be reviewed every year so that we can take into account the new initiatives and changes in the English curriculum and changes in legislation which may change the way phonics is delivered in our school. Its implementation will be monitored and evaluated by the Subject Leader for English and the Foundation Stage Leader.

Policy review date: September 2020

Appendix 1

Word list for years 3 and 4

accident(ally)	circle	famous	island	peculiar	sentence
actual(ly)	complete	favourite	knowledge	perhaps	separate
address	consider	February	learn	popular	special
answer	continue	forward(s)	length	position	straight
appear	decide	fruit	library	possess(ion)	strange
arrive	describe	grammar	material	possible	strength
believe	different	group	medicine	potatoes	suppose
bicycle	difficult	guard	mention	pressure	surprise
breath	disappear	guide	minute	probably	therefore
breathe	early	heard	natural	promise	though/although
build	earth	heart	naughty	purpose	thought
busy/business	eight/eighth	height	notice	quarter	through
calendar	enough	history	occasion(ally)	question	various
caught	exercise	imagine	often	recent	weight
centre	experience	increase	opposite	regular	woman/women
century	experiment	important	ordinary	reign	
certain	extreme	interest	particular	remember	

Appendix 2

Word list for years 5 and 6

accommodate	communicate	environment	individual	prejudice	stomach
accompany	community	equip (–ped, –ment)	interfere	privilege	sufficient
according	competition	especially	interrupt	profession	suggest
achieve	conscience*	exaggerate	language	programme	symbol
aggressive	conscious*	excellent	leisure	pronunciation	system
amateur	controversy	existence	lightning	queue	temperature
ancient	convenience	explanation	marvellous	recognise	thorough
apparent	correspond	familiar	mischievous	recommend	twelfth
appreciate	criticise (critic + ise)	foreign	muscle	relevant	variety
attached	curiosity	forty	necessary	restaurant	vegetable
available	definite	frequently	neighbour	rhyme	vehicle
average	desperate	government	nuisance	rhythm	yacht
awkward	determined	guarantee	occupy	sacrifice	
bargain	develop	harass	occur	secretary	
bruise	dictionary	hindrance	opportunity	shoulder	
category	disastrous	identity	parliament	signature	
cemetery	embarrass	immediate(ly)	persuade	sincere(ly)	
committee			physical	soldier	