

## Phonics Policy

### Introduction

Phonics is an crucial part of the English National Curriculum, and is at the core of our teaching in EYFS and KS1. This policy outlines the intent of phonics at Ellingham and provides an overview of the skills and progression.

### Intent

At Ellingham, we value reading as a key life skill, and are dedicated to enabling our pupils to become lifelong readers. We are passionate that all children should develop a love of reading, and we believe reading is a crucial life skill. Reading is therefore at the heart of our curriculum, and we have a holistic approach to our teaching of the subject.

Studies have shown that explicit, systematic phonics teaching is the most effective way to support children learning to read. Being able to confidently segment and blend phonemes plays a vital role in children's ability to be successful readers and writers.

At Ellingham, phonics begins as soon as the children walk through the nursery doors. Regardless of starting points, all children are provided with a stimulating, practical experience of phonics in the Early Years, focussing on listening skills, rhythm, and sound awareness. As they move into Reception and then Key Stage 1, children become confident at blending and segmenting, which enables them to independently access a range of rich texts. We follow the Jolly Phonics, and Letters and Sounds schemes, and ensure that all children have access to comprehensive, well-structured and exciting daily phonics sessions. Stimulating lessons are planned across the whole curriculum, where children are given the opportunity to apply their growing phonics skills. Teachers draw upon observations and continuous assessment to ensure children are stretched and challenged and to identify children who may need additional support. We are committed to ensuring every pupil successfully acquires the necessary phonics skills to become independent, passionate readers. Children in Key Stage 2, who require phonics input, are given this. Furthermore, for children who join our school in Key Stage 2 and haven't had prior access to systematic phonics, we provide catch-up interventions.

## Whole School Overview - Units

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R	Phase 2	Phase 3	Phase 3	Phase 3	Phase 4	Phase 4
1	Phase 3 and 4 revision	Phase 5	Phase 5	Phase 5	Phase 5	Phase 5
2	Phase 5 revision Phase 6 spelling rules	Phase 5 revision Phase 6 spelling rules	Phase 6 spelling rules	Phase 6 spelling rules	Phase 6 spelling rules	Phase 6 spelling rules
3	'No-Nonsense' spelling scheme and Wordblaze phonics intervention					
4	'No Nonsense spelling scheme and 'WordBlaze ' phonics intervention where necessary					
5	'No Nonsense spelling scheme and 'WordBlaze ' phonics intervention where necessary					
6	'No Nonsense spelling scheme and 'WordBlaze ' phonics intervention where necessary					

## Whole School Overview – Skills and Knowledge Progression

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R	Oral blending – phase 2 and 3  Common exception words	Blending and segmenting cvc words	Blending and segmenting cvc words containing digraphs and trigraphs	Blending and segmenting cvc words containing digraphs and trigraphs	Blending and segmenting longer words containing phase 3 phonemes	Blending and segmenting longer words containing phase 3 phonemes
1	Revision - Blending and segmenting longer words containing phase 3 phonemes Common exception words	Phase 5 – learning phonemes	Phase 5 – alternative phonemes	Phase 5 - Alternative pronunciations	Phase 5 - Alternative spellings	Revision of all of Phase 5 and a focus on spelling rules e.g. adding -ly, plurals
2	Revision of alternative phonemes. Spelling rules  Common exception words	Revision of alternative phonemes and pronunciations. Spelling rules	Continued revision of phase 5 (where necessary) Spelling rules	Continued revision of phase 5 (where necessary) Spelling rules	Continued revision of phase 5 (where necessary) Spelling rules	Continued revision of phase 5 (where necessary) Spelling rules
3	Spelling rules and common exception words					
4						
5						
6						

## Planning, assessment and monitoring

Regular phonics assessment by is used to inform the planning of phonics. The Letters and Sounds document is used for planning, and Jolly Phonics is used to support this in the Early Years. This planning must be personalised to target groups or individuals in order to meet their needs. There must be evidence of both whole class, and small group planning to ensure all children are working at the appropriate level, and gaps are being filled. The effectiveness of phonics teaching and learning is monitored through book looks, English/Spelling learning walks, formal teacher observations,

teacher assessments, intervention data (found on SIMS), as well as the Year 1 phonics screening test results, and SATS results.