

Phonics Policy

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**Phonics Intent**

We believe at The Florence Nightingale Academy, that all children, by the end of Key Stage One, should be confident with the skills of segmenting, blending and phoneme manipulation. They should have a strong conceptual understanding of how English is written, know the 44 sounds and a majority of the ways to spell them. By the end of their Primary Education, we intend for all our children to leave as enthusiastic, fluent and confident readers.

To realise this intention, we:

* Ensure that pupils are accessing texts that support their current phonics learning and their own current phonics level.
* Provide structured lessons, delivered with consistency across classes and year groups.
* Track and monitor progress to better enable the targeted support for struggling readers.

We follow Sounds Write, which is a DFE validated, research supported, systematic phonics programme.

**Implementation**

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

**Teaching and Learning**

As a whole school, we are committed to using the Sounds Write approach to assist the children from Reception through to Year 6 to learn to read, write and spell independently with accuracy, understanding and confidence.

The Sounds Write approach ensures that:

* Children develop key **concepts** about the way English is written.
* Children practice the **skills** essential for reading and spelling accurately.
* Children **learn** the sounds and the spellings of these sounds.

1. **Concepts**
2. Letters represent sounds- letters do not *make* sounds, they represent them. When teaching children to read we use the appropriate language to reinforce this eg. ‘what sound do we say for this?’
3. A sound can be spelled with 1, 2, 3 or 4 letters- the English language contains single letter spellings (eg. c-a-t). However, many sounds are spelled with two or more letters (eg. b-oa-t or h-igh).
4. In English the same sound is often written with different spellings- every sound that we say can be represented by at least two different spellings and can be as many as eight or nine. The ‘s’ sound in these words- sat, voice, mess, listen, scent. New readers must learn the different ways to spell a sound so that they learn to spell accurately.
5. In English, the same spelling can spell different sounds- the <o> spells the sound /o/ in dog, /oe/ in go and /oo/ in do. New readers need to be able to swap sounds to read accurately if another possible sound for that spelling has been tried first.
6. **Skills**
7. Blending-

Because words are composed of sounds, in order to read words, we need to be able to blend sounds together and at the end ‘hear’ a meaningful word.

1. Segmenting

Because the English written language is a sound-spelling code, it is important that children are taught to segment or split up the sounds in words so that they can read and spell.

1. Phoneme Manipulation

Skilled readers are able to add, change or omit sounds in words and understand how this manipulation of sounds makes new words. This skill is essential so that a new reader can swap sounds around to deal with the same spelling- different sound.

1. **Code Knowledge**

For 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 structured and consistent lessons where children are building whole words sound by sound, reading words and writing words. Initially children work with words where the spellings are one letter- one sound. Later, they move on to two, three and four letter spellings and alternative spellings for the sounds.

The Sounds Write approach is repeatedly revised and reinforced during daily phonics or spelling lessons as well as being the primary strategy for supporting reading and spelling across the whole curriculum.

**The Teaching Sequence**

Each Year Group follows a structured plan, which ensures a full coverage of the entire alphabetic code before the end of Key Stage One, with the focus moving onto the spelling of polysyllabic words in Key Stage Two.

Reception- Initial Code

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| --- | --- | --- |
| Term | Units | Sounds/Spellings |
| Autumn | 1-6 | a, i, m, s, t, n, o, p, b, c, g, h, d, e, f, v, k, l , r, u, j, w, z |
| Spring | 7- 10 | x, y, ff, ll, ss, zz, VCC, CVCC |
| Summer | 11- Bridging | sh, ch, ng, th, qu, wh, Bridging (k/c/ck, ch/tch, l/ll/le, w/wh) |

Year 1- Extended Code

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| --- | --- | --- |
| Term | Units | Sounds/Spellings |
| Autumn | 1- 11 | Initial spellings- ae, ee, oe, er, e, ow, oo |
| Spring | 12- 21 | Initial spellings- ie, oo (short), u, s, l, or, air, ue, |
| Summer | 21-25 (plus 40) | Initial spellings- ue, ew, oy, ar, o, f |

Year 2- Extended Code

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| --- | --- | --- |
| Term | Units | Sounds/Spellings |
| Autumn | 26- 30 | Initial and alternative spellings- a, ae, d, ee, i |
| Spring | 31- 39 | Initial and alternative spellings- y, oe, n, er, v, oo, j, g |
| Summer | 40- 49 | Initial and alternative spellings- f, gh, m, or, h, k, r, t, z, eer |

All year groups practice simple polysyllabic words alongside this sounds and spellings and have opportunities for review and recap.

KS2- Polysyllabic Words

From Year 2-6, children continue to use the Sounds Write approach to focus on the spelling of hundreds of polysyllabic words. A structured plan ensures that the words are arranged by difficulty and sound-spelling pattern.