



Rainow Primary School

Caring, Learning, Achieving.

Phonics Policy

Members of staff responsible: Mr Gratton, Mrs Daley & Miss Townley
Date policy approved: Spring 24
Date to be reviewed: Spring 27

Introduction / Rationale

Phonics is simply the code that turns written language into spoken language and vice versa. It is the vital initial step in teaching children to read. Phonics flourishes in an environment where speaking and listening is constantly promoted, where children are exposed to a wide range of quality texts, and regularly read aloud to.

Intent / Aims

At Rainow, our systematic synthetic phonics (SSP) teaching and learning is designed to ensure that all of our children:

- Have a strong phonological awareness.
- Are taught the key skills in segmenting and blending to enable them to access the wider primary curriculum and become independent and resourceful learners.
- Become confident, fluent and enthusiastic readers and writers.
- Are ready to pass the Phonics Screening check at the end of Year 1.

Implementation / Teaching and Learning

We believe that our aims are achievable primarily through high quality, discrete phonics lessons. We follow 'Bug Club', a validated phonics scheme, to ensure the delivery of a sequential curriculum. This is combined with frequent opportunities for applying phonics skills in reading and writing across the curriculum.

Our children are provided with a variety of opportunities to develop and extend their phonics skills in and across EYFS and Key Stage 1. It will also be continued into Key Stage 2, where necessary, to support those children who need further consolidation. Children take home phonetically decodable 'Bug Club' reading books which are carefully chosen to match their current phonics level. Children who are working confidently beyond Phase 5, in reading, take home books from the school's book banded reading scheme. All children are actively encouraged to read regularly at home.

Daily discrete phonics lessons are conducted within EYFS and Key Stage 1. The 'Review, Teach, Practice, Apply' lesson structure, and Bug Club resources are used to support teaching. This is to ensure that children are consistently consolidating phonic

knowledge and that they are independently applying this in context.

Teachers will constantly encourage children to transfer skills from their phonics sessions to their reading and writing across the curriculum. Irregular / High Frequency Words (HFWs) will be taught as part of the Bug Club scheme in addition to words taken from the KS1 statutory spelling list. Homework and other activities will be provided to consolidate learning, as appropriate.

Children are taught as a whole class using 'Quality First Teaching' to enable all children to progress successfully through the curriculum. There may be some exceptions where children will join another group for phonics; for example, a Year 2 pupil that fails the Phonics Screening Check could join Year 1 phonics lessons to further develop and consolidate their phase 5 phonic knowledge.

Impact / Assessment

Assessment is a vital component of teaching and learning in our school. It is an ongoing process that takes place at the end of each phase and at the end of the year. Our aim is to ensure that assessments are purposeful and enable us to tailor the level of work to meet the specific needs of our pupils. The responsibility for monitoring the progress of all children in the class lies with the class teacher, irrespective of their phonics ability. Assessment for learning is of utmost importance as it helps us identify any children who may require additional support.

Throughout the academic year, the class teacher regularly assesses each child. In Key Stage 1, each group follows the relevant phase as outlined in our Phonics Long Term Plan. Children who are not making sufficient progress in phonics are given additional support on a daily basis. In the Early Years Foundation Stage (EYFS), children who need extra assistance will be identified and supported during continuous provision. For children who, despite this additional support, are still at risk of not passing the Year 1 Phonics Screening Check, we utilise a method known as "Precision Teaching".

At the end of Year 1, children undergo the statutory 'Phonics Screening Check'. This check evaluates their understanding of grapheme phoneme correspondence as well as their blending skills. The results of this assessment are then submitted to the Local Authority. Children who do not pass the Phonics Screening Check are earmarked for further intervention and targeted support. They will have the opportunity to complete the screening check again at the end of Year 2.

Rainow Phonics Long Term Plan

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R	<p>First 2 weeks – baseline assessment and revision of phase 1.</p> <p>Week 2 onwards</p> <p>Phase 2 s a t p i n m d g o</p> <p>Irregular/HFW: I the to</p>	<p>Phase 2 – Revise: s a t p i n m d</p> <p>Week 2 onwards:</p> <p>Phase 2 c k ck e u r h b f ff l ll ss</p> <p>Irregular/HFW: I the no go into</p>	<p>Week 1: revise Phase 2 and practise 2 syllable words</p> <p>Week 2 onwards:</p> <p>Phase 3 j v w x y z zz qu</p> <p>Irregular/HFW: we he be me she my you (capital letters)</p>	<p>Week 1: revise j v w x y z zz</p> <p>Week 2 onwards:</p> <p>Phase 3 ng ch sh th. ai ee igh oa oo ar or ur</p> <p>Irregular/HFW: are her you they all said come like</p>	<p>Week 1: revise all digraphs ng ch sh th ai ee igh ao oo ar or ur</p> <p>Week 2 onwards:</p> <p>Phase 3 ow oi ear air er</p> <p>Phase 4 st nd mp nt nk ft sk lt lp lf lk pt xt</p> <p>Irregular/HFW: so do have there out</p>	<p>Week 1: revise Phase 4 end blends: st nd mp nt nk ft sk lt lp lf lk pt xt</p> <p>Week 2 onwards:</p> <p>Phase 4 tr dr gr cr br fr bl fl gl pl cl sk sp st spl scr</p> <p>Practise multi syllabic words.</p> <p>Irregular/HFW: were when what one little.</p> <p>Assess all phonics with phonics screening and spelling.</p>

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>1</p>	<p>Assess reading and writing words from phase 3 and phase 4. Teach gaps from below:</p> <p>Revise Phase 3 j v w x y z zz ng ch sh th ai ee igh oa oo ar or ur ow oi ear air er</p> <p>Revise Phase 4 initial and end blends st nd mp nt nk ft sk lt lp lf lk pt xt</p> <p>tr dr gr cr br fr bl fl gl pl cl sk sp st spl scr</p> <p>Revise irregular / HFW: are, her, you, they, all,said, come, like, so, do, have, there, out, were, when, what, one, little</p>	<p>Phase 5</p> <p>wh ph ay a-e eigh ey ei ea e-e ie ey y ie i-e</p> <p>Irregular/ HFW: oh, their, people, Mr, Mrs, Ms, looked, called, asked, water</p>	<p>Phase 5</p> <p>y i ow o-e o oe ew ue u-e u oul</p> <p>Irregular/ HFW: where, who, again, thought, through</p>	<p>Phase 5 & Revision</p> <p>aw au al ir er ear ou (cloud) oy ere eer ear are</p> <p>Irregular/ HFW: work, laughed, because, Thursday, Saturday, thirteen, thirty, different, any, many, eyes, friends</p>	<p>Phase 5 Revision (Phonics Screening Check)</p>	<p>Phase 5/6</p> <p>c k ck ch soft c/i/e/y st se soft g/e/i/y dge le mb kn gn wr tch</p> <p>sh e zh (w)a,o suffix: ing ed plurals: s es prefix: re un prefix+root+suffix</p> <p>Irregular/ HFW: two, once, great, clothes, its, I'm, I'll, I've, don't, can't, didn't, first</p> <p>second, third, clearing, gleaming, rained, mailed, men, mice, feet, teeth, sheep</p>

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
2	<p>Baseline assessment:</p> <p>Baseline assessment of reading and writing words from phases 3-5, during first 2 weeks, to identify gaps in prior knowledge and plan subsequent teaching episodes, if required.</p> <p>Revise Phase 5/6</p> <p>Y2 Curriculum /n/ sound spelt 'kn' and 'gn' at the beginning of words.</p> <p>/r/ spelt 'wr' at the beginning of words</p> <p>/s/ sound spelt 'c' before e, l and y</p> <p>Irregular/HFW: door, floor, poor, again, wild, child, children, climb, parents, most, only, both, because, when, what, Mr, Mrs</p>	<p>Y2 Curriculum</p> <p>/j/ sound spelt '-dge' and '-ge' at the end of words</p> <p>/j/ sound spelt with 'g' before e, i and y</p> <p>/j/ sound spelt with 'j' before a, o and u</p> <p>/l/ sound spelt -le at the end of words</p> <p>/l/ sound spelt -el at the end of words</p> <p>/l/ sound spelt -il and -al at the end of words</p> <p>/igh/ sound spelt -y at the end of words</p> <p>Irregular/HFW: find, mind, behind, old, cold, gold, hold, told, every, everybody, Christmas, should, could, would, money</p>	<p>Y2 Curriculum</p> <p>Adding -ies to nouns and verbs ending in -y</p> <p>Adding -ed, -er and -est to words ending in -y with a consonant before it</p> <p>Adding -ing, to words ending in -y with a consonant before it</p> <p>Adding -ing, -ed, -er, -est, and -y to words ending in -e (with a consonant before it)</p> <p>Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant after a single vowel</p> <p>Irregular/HFW: fast, last, past, father, class, grass, pass, plant, path, bath, people</p>	<p>Y2 Curriculum</p> <p>/or/ sound spelt 'a' before l or ll</p> <p>/u/ sound spelt with 'o'</p> <p>/ee/ sound spelt with '-ey'</p> <p>/o/ sound spelt 'a' after w and qu</p> <p>/er/ sound spelt with 'or' after w</p> <p>/or/ spelt 'ar' after w</p> <p>/zh/ spelt s</p> <p>Irregular/HFW: even, break, steak, great, move, prove, improve, sure, sugar, eye, hour, kind, after, half</p>	<p>Y2 Curriculum</p> <p>-ment, -ness and -ful suffixes</p> <p>-less and -ly suffixes</p> <p>-tion suffixes</p> <p>apostrophes for contractions</p> <p>apostrophes for possession</p> <p>Irregular/ HFW: any, many, clothes, water, pretty, beautiful, busy,</p>	<p>Y2 Curriculum</p> <p>Homophones and near homophones</p> <p>Conjunctions</p> <p>Months of the year</p> <p>Question words</p> <p>SpaG terms</p> <p>Mop-ups</p> <p>*Teaching will focus on preparing children for Year 3 by revising and consolidating any misconceptions regarding taught sounds, rules and patterns throughout Year 2.</p> <p>KS1 OPTIONAL SATs Assessments</p> <p>Phonics Screening Re-sits</p>