

# Phonics on a page policy

## Lessons

- Phonics is delivered daily across EYFS and KS1 teaching sounds, application of sounds in reading and spellings.
- Year group planning files structure the programme of delivery which ensures the teaching of quality phonics is matched to progression (weekly) and assessment schedules are clear and pupils who begin to fall behind are quickly identified. Additionally lessons are mapped to ensure the coverage of less detailed units provide the same amount of applied learning over time (2 weeks)
- All phonics teaching and learning follows the sequence of **Introduction, Review** of past sounds and words, **new sound**, new sound **search, reading** new sound, **spelling** and **writing** of sounds in words. **Wrap up**.
- The teaching 'phonics bug' ensures that all children are taught phonics sounds matched to their reading and language lessons formulate a series of sequential lessons to build on word and sentence vocabulary.
- The teaching sequence allows for the teacher modelling of oral sounds modelled through a practice of my turn your turn (MTYT) where by teachers articulate the 'pure' sounds modelled through visual large A4 grapheme cards (whole class teaching)
- Sounds of words are modelled (MTYT) supporting oral mouth manipulation, hearing the sound and saying the sound in words. The use of word actions for sounds is taught in conjunction and the matching of sounds to spoken English with individual letters, groups of letters and sentences is used in daily lesson delivery. *E.g ie stripe tie*
- 'Sound buttons' are used to visually identify a sound in a word and a 'dash' under a grapheme is used to identify a sound where more than one letter makes a sound (diagraph /trigraph quadgraph)
- The use of three fingers pointing out to children is modelled to sound and hear phonemes and represent graphemes using (MTYT) so children model the taught sound and can count the number of graphemes to words.
- The teaching of 'special sound' is used to detail where a sound of 2 or more letters make a sound – Pupils will know this as 'special sound' through explicit teaching and the MTYT teaching sequence.
- Key vocabulary is used and taught to children in whole class and small intervention teaching. (see terminology script) ie - *These words are called irregular words this is because they are tricky let's find the tricky part of that word.*
- Reading of words is through the use of the 'phonics bug' screen to support oral blending but words are not limited and this application is then taken onto 'word boards', where pupils read and blend words using partner talk MTYT
- Lessons will consist of spoken, written and reading elements and will naturally flow from whole class teaching to paired and partner learning.
- Equipment is prepared for all learners through the use of 'Phonics bug online platform', word boards, magnetic letters (when applicable) written jotters
- Adults resources are prepared in advance of the learning, large visuals for whole class teaching with smaller phonics resources for intervention or group work sessions.
- Pupils with SEND or additional needs are still required to access phonics and early reading matched to their own personal targets or steps in learning.

## Jotters

- Pupil's phonics jotters are a fundamental process in the application of written phonics. This supports early pencil control (shape letters) early application of spoken to word recognition and a place where children can imbed their taught phonics skills.
- Jotters are used by all children within the context of the lesson structure.
- Pupils can apply the same level of teaching skills e.g sound buttons, dashes to support their understanding of phone and grapheme correspondence.
- Phonics jotters are 'hot marked' to quickly correct misconceptions and support deeper the learning intentions of a focus sound.
- Pupil's are encouraged to use the lines Year 1 to support handwriting although this is not exclusive to the phonics programme. Pupils' in Reception are focused less on line and the correct formation of letter shapes to make connections to the sound.
- Jotters are used by the children for the children for both whole class teaching and individual small group or intervention. The progression of whole class and small group work must be clear so pupil's can see their own progress as a result of additional learning.
- Pupil's write the short date at the start of every piece of new learning but in the earlier years this will be support by an adult so that the phonics is on the phonics of a lesson.
- Pupils' jotters are monitored by class teachers, support adults, phase leaders and the schools phonics lead. Jotters are used to assess the accuracy of the teaching of phonics against the lesson.
- Pupils with SEND or additional needs require a jotter to formally record their learning and progress as required to their personal targets and plans. These are used to inform targeted next steps and support further progressive targets when reviewed by the SENDco and Class teacher.
- YR are encouraged to use 'Magnetic letters' to practice the sounds and then apply this teaching within phonics jotters to same letter as taught. This is applied during lessons and pupils are steadily built up to this stage with the phonics teaching.
- Y1 write directly into phonics jotters without the need for using magnetic letters.
- Good writing is expected by all pupils through clear teaching modelling. Pupil's sit at tables when writing in their phonics jotters and are reminded of good posture for writing.
- The continued use of 'My Turn Your Turn' (MTYT) is clear as pupils develop a good relationship with what is expected and what is being taught.
- Pupils are expected to take pride within their jotters and reflect on their past learning knowing that they are making progress.

# Phonics on a page policy

## Assessment

- Regular assessment of pupils' progress through the phonics scheme is essential to ensure lessons are consistent, regular and timely to standardised testing at the end of Year 1.
- YR base line assessments are carried out in conjunction with the 'phonics bug' entry assessment on the second week of reception. To begin to triangulate pupils sound, phonic and early reading knowledge
- Pupil are assessed through the 'phonics bug programme' using the provided materials. Materials from other sources or schemes must not be used to assess pupils'.
- An assessment schedule (see phonics key mapping doc) sets out clearly when and where within the programme revision and assessment must take place.
- Assessment schedule reminders are sent by the phonics lead to prompt readiness for assessments and to ensure that identified children who are not yet working at their scheduled phonic phase are quickly identified to ensure on track rapid gains.
- Assessment trackers are populated manually alongside each pupil and regular time periods as the teaching sequence is delivered.

## **Weekly assessment**

- Units contain a short assessment to establish pupils: Listening of sounds, sorting and identifying of sounds, spellings sounds and pseudo-sounds / words these are completed at the end of each unit to identify early those pupils less familiar with the sound. Units are repeat on a 2 week cycle to target pupils with additionality to ensure they are prepared for assessment reviews. Pupils jotters and class teaching are a key focus to early identification

## **Unit revisions**

- Built into the long term planning are regular unit revisions. These are carried out on the assessment schedule and mapped to the Phase that is being taught. Pupils are assessed one to one using the formal assessments grids within the phonics bug programme and relevant assessments sheets for the corresponding units. This includes sounds and irregular words.

## **Assessment weeks**

- Formal assessment is mapped into the assessment schedule and carried out after the teaching and impact of a series of units and regular ongoing tracking. Formal assessments 'Mock Test' are consecutive and recorded on a class pupil tracker (excel). This is shared with subject leaders, the reading lead, assessment lead and additional adults. Pupils not meeting expected standards are targeted for additional catch up phonics or programmes. This includes sounds and irregular words.

## Matched phonics to reading and spelling

- Early reading and the reading across KS1 matches the 'phonics bug' programme. Pupils learning is matched to the level of phonics taught.
- Pupils' access a reading book that is matched to a previously taught phonics phase e.g Unit 12 current – Unit 11 or before take home. Pupils use home reading to consolidate these past units and develop their reading fluency.
- Guided reading forms an integrated part of phonics within early reading and reading progression. Guided reading books are matched to the most recent unit taught within the phonics programme. This ensures that children are regularly revisiting prior learning and are given the opportunity to continue to identify familiar sounds and apply them into reading.
- All children are provided with a book (hard copy) to read and over read. Additionally ll children are able to read books from previous learning to rehearse letters sounds and develop fluency.
- E-books are an integral part of developing children as readers. Phonics bug allows all pupils to gain access to 'e-reading' materials through a web based programme.
- Children are assigned ebooks every Friday when a new unit of phonics has been taught and pupils are to decode the text. Pupils have unlimited access to all past learning books.
- Teachers assign books and track pupils reading both in school through the phonics scheme and online via the 'Bug' platform.
- Where pupils are identified as falling behind, children are grouped if appropriate, to receive additionality to support past learning. This is delivered through repetition of the prior units and allowing longer access to home and guided reading books to support the phonics teaching.
- Take home sheets are provided for pupils to support reading of words at home and develop word fluency.
- Reading across the school is continuous ensuring that after completing Turquoise unit 30 children are able to read decodable texts and then move accordingly through the next banded levels.