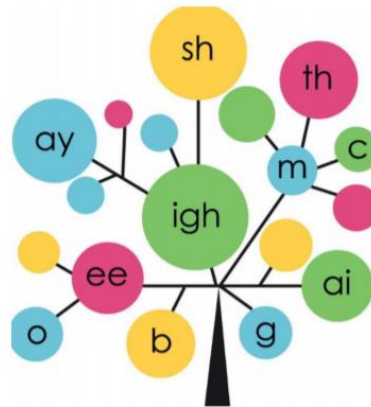


Westfield Primary Academy



Phonics Policy

Review Date: [September 2021](#)

Next Review Date: [Spring 2022](#)

Phonics Lead: Carla Dale

English Strategic Lead: Fiona-Catherine Thompson

INTENT

At Westfield, in accordance with the current [Government Validation Notice](#) and review of Phonics provision, we are currently continuing to follow the Letters and Sounds Programme and will review the approved providers as they are announced in Autumn 2021 and adopt an approved scheme in Spring 2022.

At Westfield Primary Academy our aim is:

- To establish consistent teaching, progression and continuity in the teaching and learning of phonics throughout the school.
- To provide a language rich environment that encourages and develops oracy and literacy skills that are the cornerstone of our curriculum, starting the Nursery Class and continuing throughout the school.
- To ensure that systematic synthetic phonics, following the Letters and Sounds programme, is taught to children to enable pupils to:
 - Recognise, say and write all phonemes within each phase 2-5 of Letters and Sounds.
 - Apply and understand spelling patterns, e.g suffixes, prefixes, that are taught through phase 3 in year 2.
 - Use their phonic knowledge to blend and segment phonetically decodable words.
 - Use their phonic knowledge to read complex words and to recognise from sight 'Tricky Words' (High Frequency Words).
 - Read with fluency for both pleasure and to retrieve information.
 - Write clearly, accurately and coherently using phonic knowledge.
- For pupils to apply their phonic knowledge in their reading and writing across the whole curriculum when they enter Key Stage 2.
- To have robust assessment procedures to regularly check progress and identify pupils in need of intervention.
- To promote reading for pleasure with exposure to a range of texts.

IMPLEMENTATION

In order to implement our intent, we follow the Letters and Sounds programme and sequence. This is used throughout the school to teach phonemes, tricky words and specific and relevant vocabulary related to phonics.

- Phase 1 phonics is taught in Nursery to embed listening skills, sound identification and rhyming and rhythm awareness. There is large emphasis on develop speech and language skills and teaching oral blending and segmenting.
- Daily 20 minute phonic sessions in Reception and KS1 and regular small group interventions in KS1 and 2.
- Well planned discrete phonics sessions taught using the 'sequence of teaching' structure as set out in the Letters and Sounds document:
 - Revisit** – recap on previously taught sounds.
 - Teach** – teach a new sound or word.
 - Practise** – provide opportunities to practise saying and reading the sound through games and activities for children.
 - Apply** – apply the new skill to read and write words, captions and sentences.

- A school overview of which order and when to teach each phase from Letters and Sounds (see Appendix A).
- Fast paced, structured lessons to ensure pupils receive clear direct instruction with opportunities to practise and apply that build on their prior learning and reduce cognitive load.
- New phonemes are introduced and modelled using a pre-agreed action (see Appendix B)
- Lessons will use cooperative learning techniques to ensure all children participate fully.
- High frequency words (or tricky words) are taught as set out in Letters and Sounds.
- Phonetic vocabulary is explicitly taught and referred to by staff and pupils within lessons, e.g. digraph, trigraph, tricky words, phonemes.
- Ensure sounds taught are 'pure' and soft sounds. e.g. sss not 'suh' as this is central to phonics teaching and the children's ability to blend and segment sounds in words.
- Arrange seating carefully during sessions, so that pupils are seated where they can clearly see the adult's mouth to support the correct pronunciation of sounds.
- Phoneme buttons are used in phonics teaching to distinguish the sounds within words and support reading.
- Ensure Staff are trained, supported and regularly observed to ensure consistency of teaching across the school.
- Developed working wall, phonics displays that include previously learnt phonemes and tricky words and display the sound being taught in each lesson. Children will be encouraged and taught to engage with these displays to reinforce their learning in the daily sessions and to support writing and reading across the curriculum.
- Flash cards and phonic displays follow the stage appropriate font: e.g. pre cursive or cursive font to reflect our handwriting policy.
- LSAs involved within the daily phonics sessions to support pupils in their phonics activities and to help the teacher to assess the pupil's phonic abilities.
- a thorough assessment procedure to track and monitor children's progress in developing and applying their phonics knowledge. Children are tracked using Phonics Tracker and Trust agreed assessments which include Year 1 pupils completing a sample phonics screening past paper each half term. Children in Year 2, who did not pass the phonics screening test in Year 1 will also complete a past paper each half term. The data from these assessments is analysed and used to identify gaps and inform planning for interventions. Staff submit tracking sheets to Phonics Subject Lead and the English Leader for monitoring and guidance.
- Regular interventions that are carefully planned are delivered regularly for children in Reception, Year 1 and 2 by experienced class teachers and LSAs. Interventions continue into KS2 if children do not pass the phonics screening test in Year 2 using materials such as Project X Code.
- Books within the school are phonetically decodable and include tricky words. They are sequenced in the same order as the Letters and Sounds Programme and children are provided range of texts including fiction, non-fiction and traditional tales. (Appendix C)



Appendix A:

Phonics Progression Chart

Phonic Phase	Set	Sounds Covered	Example words	Tricky Words
Reception Autumn Term	1	s a t p	sat, pat, tap	the, to, I, no, go, into, and
	2	l i n m d	din, man	
	3	g o c k	dog, cod, kip	
	4	ck e u r	rock, men, sun	
	5	h b f f l i l l s s	hill, puff, lip, mess, tub	
Reception Spring & Summer Term	6	j v w x	job, van, wax	he, she, we, me, be, was, you, they, all, are, my, her
	7	y z z z qu	yes, quiz, fizz	
	8	ch sh th ng	chin, ship, thing, this	
	9	ai ee igh oa oo (long) oo (short)	sail, seed, night, boat, moon, book	
	10	ar or ur ow oi	car, fork, turn, cow, boil	
	11	ear air ure er	fear, hair, pure, term	
Reception - Summer Term Year 1 Autumn 1	12	Consolidation of previous learning and practising adjacent consonants.	e.g. pram, stamp, scram, splash	said, have, like, so, do, some, come, were, there, little, one, when, out, what
	13	zh wh ph	wheel, phonics; /zh/ as in the sound in treasure, television	oh, their, people, Mr, Mrs, looked, called, asked
14	ay a-e igh ey ei (long a)	play, cake, eight, they, reins		
15	ea e-e ie ey y (long e)	beach, athlete, brownies, donkey, puppy		
16	ie i-e y i (long i)	tie, kite, my, wild		
17	aw a-e o oe (long o)	bowtie, nose, so, toes		
18	ew ue u-e (long u) u oul (short oo)	few, flew, glue, tube, lute put, could		
19	aw au al our	paw, Paul, always, ball, your		
20	ir er ear (er is revision from unit 11)	fir, higher, heard		
21	ou oy	shout, boy		
22	ere/eer are/ear	more, jeer, care, bear		
23	c k ck ch (c, k, ck are revision)	cat, kid, clock, chemist		
24	ce/ci/cy sc/stl se	ice, icicle, icy, scent, hustle, house		
25	ge/gi/gy dge	age, gist, clergy, dodge		
26	le mb kn/gn wr	little, lamb, know, gnome, wrong		
27	tch sh ea (w)a o	watch, chef / special / initials, bread, was, son		

Reception

Autumn
Term

Reception

Spring &
Summer
Term

Reception -
Summer
Term

Year 1

Autumn 1

Year 1

Spring &
Summer
Term

Year 2

Autumn
Term and
continued in
interventions
alongside
Phase 6.

Appendix B:

Actions used to accompany introduction of phonemes.

s ss - Weave hand in an s shape, like a snake, and say sssss

a - Wiggle fingers above elbow as if ants crawling on you and say a.

t - Turn head from side to side as if watching tennis and say t.

i - Pretend to be a mouse by wriggling fingers at end of nose and squeak i.

p - Pretend to puff out candles and say p.

n - Make a noise, as if you are a plane - hold arms out and say nnnnnn.

c k (c, k) - Raise hands and snap fingers as if playing castanets and say ck

e - Pretend to tap an egg on the side of a pan and crack it into the pan, saying eh.

h - Hold hand in front of mouth panting as if you are out of breath and say h

r - Pretend to be a puppy holding a piece of rag, shaking head from side to side, and say rrrrrr.

m - Rub tummy as if seeing tasty food and say mmmmmm.

d - Beat hands up and down as if playing a drum and say d.

g - Spiral hand down, as if water going down the drain, and say g.

o - Pretend to turn light switch on and off and say o.

u - Pretend to be putting up an umbrella and say u.

l, ll - Pretend to lick a lollipop and say l

f, ff - Let hands gently come together as if toy fish deflating, and say f.

b - Pretend to hit a ball with a bat and say b.

ai - Cup hand over ear and say ai

j - Pretend to wobble on a plate and say j.

oa - Bring hand over mouth as if you have done something wrong and say oh!

igh - Stand to attention and salute, saying ie.

ee or - Put hands on head as if ears on a donkey and say eeyore.z,

z zz - Put arms out at sides and pretend to be a bee, saying zzzzzz.

w - Blow on to open hand, as if you are the wind, and say wh.

ng - Imagine you are a weightlifter, and pretend to lift a heavy weight above your head, saying ng.

v- Pretend to be holding the steering wheel of a van and say vvvvvv.

oo oo - Move head back and forth as if it is the cuckoo in a cuckoo clock, saying u, oo (little and long oo).

y - Pretend to be eating a yogurt and say y

x - Pretend to take an x-ray of someone with an x-ray gun and say ks.

ch - Move arms at sides as if you are a train and say ch.

sh - Place index finger over lips and say sh.

th - Pretend to be naughty clowns and stick out tongue a little for the th, and further for the th sound (this and thumb).

qu - Make a duck's beak with your hands and say qu.

ow- Pretend your finger is a needle and prick thumb saying ow

oi -Cup hands around mouth and shout to another boat saying oi!

er -Roll hands over each other like a mixer and say er.

ar - Open mouth wide and say ah. (Flap hands as if a seal, say ar.

ur - Hold knee as if hurt and say ur,

air - Brush hair and say air.

ear - Touch ear and say ear.

ure - Hold nose as if you were smelling manure and say ure.

(Each class teacher and LSA to have a supporting PowerPoint)

Appendix C:

Bug Club Reading Scheme

Phase	Year / Term	RR	KS1/P1-3 STARTER INDEPENDENT BOOKS = 160		KS1/P1-3 PRO INDEPENDENT BOOKS = 305	
			Fiction = 106	Non-fiction = 54	Fiction = 166	Non-fiction = 48
Phase 1	Reception (YR1)	Libra				Pro Independent Packages includes everything from the KS1 Starter Independent Packages
Phase 2	Foundation (F1)	Pink				
Phase 3	Foundation (F1)	Red				
Phase 4	Year 1 (Y1)	Yellow				
Phase 5	Year 1 (Y1)	Blue				
	Year 2 (Y2)					
Phase 6	Year 2 (Y2)	Green				
	Year 3 (Y3)					
Phase 7	Year 3 (Y3)	Orange				
	Year 4 (Y4)					
Phase 8	Year 4 (Y4)	Teal				
	Year 5 (Y5)					
Phase 9	Year 5 (Y5)	Purple				
	Year 6 (Y6)					
Working Books	Year 2 (Y2)	Gold				
	Year 3 (Y3)					
Working Books	Year 4 (Y4)	White				
	Year 5 (Y5)					
Working Books	Year 6 (Y6)	Lime				
	Year 7 (Y7)					

KEY
RR = Book Band
RR = Reading Recovery Level
Year and Term = The child is confident in reading at this level they are on track to achieve end of year expectations from the English National Curriculum.
Book Band level = A → B → C →
 * = only available for online subscriptions

For detail on age related expectations, refer to your book tracker

KS1 / P1-3

KS1 / P1-3

Appendix D:

Levelling Information

134 Bug Club Phonics Titles

Set/Unit	Focus	L&S Phase	Year	No. of books	Fiction	Non-fiction
1-2	satpinmd	Phase 2	Reception / P1	24		<div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center;"> Every book is also available as an eBook in the online reading world! </div>
3	gock					
4	ckeur					
5	h b f ff l ll ss					
6	j v w x					
7	y z zz qu					
8	ch sh th ng					
9	ai ee igh oa oo					
10	ar or ur ow oi					
11	ear air ure er					
12	Consolidation	Phase 4		20		
13	zh wh ph					
14	ay a-e eigh ey ei (long a)					

15	ea e-e ie ey y (long e)	Phase 5	Year 1 / P2	36		
16	ie i-e y i (long i)					
17	ow o-e o oe (long o)					
18	ew ue u-e (long u) u oul (short oo)					
19	aw au al	Phase 5	Year 1 / P2	36		
20	ir er ear					
21	ou oy					
22	eer ere are ear					
23	c k ck ch					
24	ce ci cy sc stl se					
25	ge gi gy dge					
26	le mb kn gn wr					
27	tch t(ion) ss(ion) c(ial) ea wa o					

Also available

Bug Club
Phonics
Whole-class
Teaching
Software
gives you
everything
you need
to teach
children the
mechanics
of reading.