



# Torkington Primary School

## Phonics Policy

March 2022



## **Torkington Phonics Policy**

This policy supports and works in conjunction with the reading and literacy policy.

### **Intent**

We want pupils at Torkington Primary:

- To benefit from a systematic approach to the teaching of phonics from entry to Nursery
- To enjoy the discreet teaching of phonics utilising a synthetic approach to phonics
- To have a regular access to high quality phonic teaching which secures the crucial skills of word recognition that enables children to read fluently, freeing them to concentrate on the meaning of the text.
- To enjoy a multi-sensory approach to learning phonics ensuring that the visual, auditory and kinaesthetic learning styles of children are engaged
- To have secured automatic decoding skills allowing children to progress from 'learning to read' to 'reading to learn'
- To have attained a level 2C in reading on leaving year 1 and secure at Phase 5 Letters and Sounds.

### **Implementation**

The Reading Framework (DFE 2021) states that phonics should be taught through a synthetic phonics whole school approach. To ensure consistency in developing reading and writing. This ensures that children have the knowledge for grapheme-phoneme correspondence that will develop their reading and writing skills.

At Torkington Primary we ensure the efficiency of our phonic teaching by ensuring that:

- It is part of a broad and rich curriculum that engages children in a range of activities and experiences to develop their speaking and listening skills and phonological awareness.
- We engage parents in the teaching of phonics by offering parent workshops , enabling parents to provide appropriate support at home
- It is multi-sensory, encompassing simultaneous visual, auditory and kinaesthetic activities that are fun and engaging for boys and girls
- It is systematic, that is to say, it follows a carefully planned programme that includes the use of synthetic schemes such as Twinkl Phonics. This reinforces and builds on previous learning to secure children's progress
- It is taught daily, where appropriate, discretely and at a brisk pace
- There are opportunities to reinforce and apply acquired phonic knowledge and skills across the curriculum in activities such as guided reading, reading on a 1:1 basis and through phonics station in EYFS.
- Children's attainment is carefully assessed to ensure progression.



Phonics is taught as an integral part of reading with children taught:

- Grapheme-phonemes in a clearly defined sequence
- To blend (synthesise) sounds (phonemes) in order all through a word
- To segment words into phonemes for spelling
- That blending and segmenting are reversible processes

## **Organisation of phonics at Torkington Primary**

### **Levelled Phonics**

At Torkington we ensure that all children's needs are met and challenged by placing the children into the correct levels of phonics.

#### **Level 1**

Throughout Level 1 Nursery and young learners develop the knowledge, skills and understanding to use and discriminate between auditory environmental and instrumental sounds through 7 aspects. Level 1 is taught in EYFS and underpins learning through teaching of phonics level 2-6.

By the end of level 1 children will have had opportunities to:

- Listen attentively
- Enlarge their vocabulary
- Speak confidently to adults and other children
- Discriminate sounds including phonemes
- Reproduce audibly the phonemes they hear in words.
- Orally segment words into phonemes.

#### **Level 2**

As the children become secure with this they are introduced to Level 2 'Twinkl Phonics' which concentrates on teaching the first 19 most commonly-used letters and the sounds they make.. It will move the children on to form oral blending and segmenting to blending. It will introduce some tricky words for reading. Generally, children are working on Level 2 by the time they reach Reception. Transition meetings are held between teachers to find out which phonemes the children are secure with and assessments are carried out. Children enjoy a daily discrete phonics session, with the opportunity to consolidate their learning with their play in the continuous provision of the classroom as well as regular focussed activities. Children continue to use the actions to support their learning of phonemes. Assessment systems are used to track individuals and the cohort to ensure that progress through the 'Twinkl Phonics' scheme is appropriately challenging.

By the end of the level 2 children will have had opportunities to:

- Identify phoneme correspondence when shown any level 2 grapheme.
- Identify any level 2 grapheme when they hear a phoneme.
- Orally blend and segment CVC words.
- Blend sounds to read VC words, such as if, am, on and up.
- Segment VC words into their sounds to spell them.
- Read the tricky words: the, to, I, no, go.



### **Level 3**

The purpose of Level 3 is to introduce 25 graphemes, including consonant digraphs, vowel digraphs and trigraphs so that children can represent 42 phonemes with a grapheme. It will continue to practice their CVC blending and segmentation. It will apply their knowledge of blending and segmenting to reading and spelling simple two syllable words and captions.

By the end of Level 3 children will have had opportunities to:

- Say the phoneme when shown all or most Level 2 and Level 3 graphemes.
- Find all or most Level 2 and Level 3 graphemes.
- Blend and read CVC words (single- syllable words consisting of level 2 and level 3 graphemes.)
- Segment and make phonetically plausible attempt at spelling CVC words.
- Read all the tricky words, he, she, we, me, be, was, my, you, her, they, all, are, and spell the tricky words the, to, I, no, go.
- Write each letter when following a model.

### **Level 4**

The purpose of level 4 is to consolidate children's knowledge of graphemes in reading and spelling words, especially digraphs and trigraphs. Introduce words with adjacent consonants. CVCC, CCVC, CCVCC, CCCVCC. Learn polysyllabic words and learn to read and spell some more tricky words.

By the end of Level 4 children will have had the opportunities to:

- Give the phoneme when shown any level 2 or level 3 grapheme.
- Find any level 2 or level 3 grapheme when given the phoneme.
- Blend and read words containing adjacent consonants as well as segment and spell word containing adjacent consonants.
- Read the tricky words some, one, said, come, do, so, were, when, have, there, out, like, little, what and spell the tricky words he, she, we, me, be, was, my, you, here, they, all, are.
- Write each letter usually using the correct formation.
- Orally segment words in phonemes.

### **Level 5**

The purpose of level 5 is to learn alternative graphemes for known phonemes, learn alternative pronunciations of known graphemes, introduce split digraphs, introduce suffixes and prefixes, and learn to read and spell more common exception words.

By the end of Level 5 children will have had the opportunities to:

- Give the phoneme when shown any grapheme that has been taught.
- For any given phoneme write the common graphemes.
- Apply phonics knowledge and skills as the primary approach to reading and spelling unfamiliar words that are not completely decodable.
- Read and spell phonically decodable two syllable and three syllable words.
- Read automatically all taught tricky words and common exception words.
- Accurately spell all the level 2,3 and 4 tricky words and most of the common exception words for reading.



- Form each letter correctly.
- Use alternative ways of pronouncing and representing the long vowel phonemes.

### **Level 6**

The purpose of level 6 is to develop knowledge of spelling patterns and best-guess grapheme selection, learn more alternative graphemes for known phonemes. Learn more alternative pronunciation for known graphemes, introduce the zh phoneme, develop understanding of the spelling rules for adding suffixes and prefixes, introduce homophones, near homophones and contractions, learn to spell more common exception words, develop their understanding of grammar rules, learn effective writing techniques including editing.

By the end of level 6 children will have had opportunities to:

- read accurately most words of two or more syllables;
- read most words containing common suffixes;
- read most common exception words;
- read most words accurately, in age appropriate books, without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words;
- sound out most unfamiliar words accurately, without undue hesitation;
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonetically plausible attempts at others;
- spell most common exception words correctly.

### **Key Stage 2**

Pupils who are not working at level 6 of 'Twinkl phonics' will be targeted in Years 3 and 4 for further phonic support. The class teacher will identify the child and then place them into the targeted intervention using the no nonsense phonics approach. The child will then follow the intervention for six weeks to develop their understanding of the alphabet.

#### **Aim of the intervention:**

- Develops an alphabetic code knowledge.
- Develop and embeds phonemic awareness.
- Develops fluency by building upon repetition.
- Provides systematic and rigours supported phonics teaching.
- Apply and extends phonics into reading.
- Using a multisensory teaching technique means helping a child to learn through more than one sense.

### **Impact**



All children are closely monitored in their phonics groups. Teachers and assistants feedback to each other after sessions and discuss any children that may be cause for concern or that are accelerating and need to be moved on. Each half term children are assessed and data is entered individually on a cohort sheet and data is collected to track the progress of groups of children.

Discussions are held during a phase meeting about groups of children that need to move to other groups and identify their needs.

### **Parental Involvement**

Each week the children take home a Spelling Book. These contain some key words, tricky words, high frequency words and words that contain the phonemes grapheme correspondences that the children need to focus on. The children practice these for a week and are checked to see if they have learnt them.

Individual reading books are also linked to phonics levels to support the children with their reading at home.

Parents are invited into school to attend Phonics workshops to support them with their understanding of phonics and how our systems work.

### **Phonics Screening Check**

In 2012, the government introduced a statutory phonics screening check at the end of Year 1. This is to:

“to confirm whether individual children have learnt phonic decoding to an appropriate standard.

It will identify the children who need extra help so they are given support by their school to improve their reading skills. They will then be able to retake the check so that schools can track children until they are able to decode” (Department for Education)

The statutory phonics screening check is administered in the second half of Term 3. These results are used to plan all pupils ‘next steps’ in phonic learning. All results are reported to parents.

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