



Compassion - Courage - Forgiveness - Thankfulness
Mistley Norman Church of England Primary School and Nursery



Phonics Policy



Adopted Spring 2021

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1. Introduction

1.1 'Phonics is a way of teaching children how to read and write. It helps children hear, identify and use different sounds that distinguish one word from another in the English language.

Written language can be compared to a code, so knowing the sounds of individual letters and how those letters sound when they are combined will help children decode words as they read.

Understanding phonics will also help children know which letters to use when they are writing words.

Phonics involves matching the sounds of spoken English with individual letters or groups of letters. For example, the sound *k* can be spelled as *c*, *k*, *ck* or *ch*.

Teaching children to blend the sounds of letters together helps them decode unfamiliar or unknown words by sounding them out. For example, when a child is taught the sounds for the letters *t*, *p*, *a* and *s*, they can start to build up the words: "tap", "taps", "pat", "pats" and "sat".' National Literacy Trust

<https://literacytrust.org.uk/information/what-is-literacy/what-phonics/>

2. Intent

2.1 At Mistley Norman Church of England Primary School, Phonics is taught so that it is accessible to all: every child knows more, remembers more and understands more. Phonics is a key skill that supports the development of early reading skills. At Mistley Norman, we combine quality phonic instruction with exposure to a range of texts and the promotion of reading for pleasure to provide our pupils with the skills they need to have a successful start to their lives as readers.

2.2 Using the Letters and Sounds programme we intend our pupils to be able to:

- Recognise, say and write all phonemes within each phase of Letters and Sounds.
- Use their phonic knowledge to blend and segment phonetically decodable words.
- Use their phonic knowledge to attempt to read and write more complex words.
- Read easily, fluently and with good understanding, age and ability appropriate texts.
- Develop the habit of reading widely and often, for both pleasure and information.
- Write clearly, accurately and coherently, using phonic knowledge.



3. Implementation

3.1 In order to implement our intent, we have:

- Fidelity to the Letters and Sounds https://www.mistleynormancofe.co.uk/wp-content/uploads/2020/01/letters_and_sounds_-_dfes-00281-2007.pdf
- Opportunities for whole school and class enrichment.
- A scheme of work that teaches specific and relevant vocabulary (Letters and Sounds).
- Ensured that staff are equipped with the necessary professional development to deliver our curriculum.
- Planned opportunities for home learning tasks to consolidate and extend knowledge and skills.
 - Planned opportunities for parents to participate in 'stay and play' phonics-based sessions.
- Daily Phonics sessions in Early Years and Key Stage 1, whereby the pupils learn new phonemes, improve their ability to segment and blend sounds, and their ability to apply this knowledge into their reading and writing.
- A scheme of work where pupils learn the 44 common sounds in the English language and are taught how to blend these sounds to decode (read) words.
- A progressive scheme of work where the teaching of phonics begins in Pre-school and progresses in line with children's readiness.
- Small and focussed group teaching to target children's specific next steps
- A rigorous assessment system that informs teaching.
- A cohesive and consistent approach to teaching Phonics, where daily sessions follow the same structure: \ Revisit/Recap \ Teach \ Practise \ Apply \ Assess
- Regular reading opportunities and story times for all children in Early Years and Key Stage 1.
- A phonics-screening test for Year 1 in the summer term.
- A subject leader who monitors teaching and learning to improve standards and outcomes.
- A curriculum that meets the needs of all pupils (including SEND and PPG).

4. Impact

4.1

- Pupils are confident in their phonic knowledge.
- Pupils are able to blend and segment words confidently.
- The percentage of pupils who pass the Phonics Screening Test is in line or above the national average.
- Pupils learn to love reading through fun but challenging phonic activities.
- We have a culture where a secure knowledge of phonic sounds enables reading for pleasure as part of our reading curriculum.



5. How can parents and carers help their children to learn phonics?

5.1 Parents and carers can help their children to learn phonics in lots of ways. These include:

- Playing lots of sound and listening games
- Reading lots
- Encouraging and praising – having a good guess using what they know
- Sounding out words, from left to write, using letter sounds and blends
- Blending letters. For example:
 - c/a/t – cat
 - s/i/ng – sing
- Saying, singing and listening to nursery rhymes.

5.2 Parents and carers can also use these websites:

- <https://www.phonicsplay.co.uk/>
- <https://www.youtube.com/watch?v=LITw0oiLNys>
- <https://www.phonicsbloom.com/>
- [https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/194057/phonics check leaflet 2013 .pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/194057/phonics_check_leaflet_2013_.pdf)
- <https://www.teachyourmonstertoread.com>

6. Reading and phonic books Reception and Key Stage One

	Lilac	<u>Phase 2</u> Set 1: s, a, t, p Set 2: i, n, m, d Set 3: g, o, c, k Set 4: e, u, r Set 5: h, b, f, ff, l, ll, ss.
	Pink	
	Red	
	Yellow	
	Blue	<u>Phase 3</u> Set 6: j, v, w, x Set 7: y, z, zz, qu Consonant digraphs: ch, sh, th, ng Vowel digraphs: ai, ee, igh, oa, or, ow, oi, ear, air, ure, er
	Green	
	Orange	
	Turquoise	
	Purple	
	Gold	
	White	<u>Phase 5 alternative sounds</u> ai, ay, a, a-e ee, ea, e-e, y igh, ie, i, i-e, y ow, o-e, o, oa oo, u-e, ue, ew or, oor, aw, ore, au
	Lime	
	Black	

7. Phonics tracking for the Phonics Screen Test

Reception/EYFS					
GEA	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
40-60 months for Reading Started Phase 1 Aspect 1: Environmental sounds Aspect 2: Instrumental sounds Aspect 3: Bodily percussion Aspect 4: Rhythm and rhyme Aspect 5: Alliteration Aspect 6: Voice sounds	Secure/ Finished Phase 1 Previous aspects and Aspect 7: Oral blending and segmenting	Secure/ Finished Phase 2 Set 1: s, a, t, p Set 2: i, n, m, d Set 3: g, o, c, k Set 4: ck, e, u, r Set 5: h, b, f, ff, l, ll, ss	Part way through Phase 3 Set 6: j, v, w, x Set 7: y, z, zz, qu Consonant digraphs: ch, sh, th, ng Vowel digraphs: ai, ee, igh, oa, or, ur, ow, oi, ear, aur, ure, er	Secure/ Finished Phase 3 Vowel digraphs: ai, ee, igh, oa, or, ur, ow, oi, ear, aur, ure, er	Started Phase 4 This phase consolidates sounds already taught Expected PSC score to be on track 8/40 (July)
Year 1					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Secure Phase 4 Continued consolidation as well as CVCC and CCVC words	Part way through Phase 5 ai, ay, a, a-e ee, oa, e-e, y igh, ie, i, i-e, y ow, o-e, o, oa Expected PSC score to be on track 13/40 (November)	Secure Phase 5 ai, ay, a, a-e ee, oa, e-e, y igh, ie, i, i-e, y ow, o-e, o, oa oo, ur-e, ue, ow ot, oot, aw, ore, au Expected PSC score to be on track 24/40 (January)	Secure Phase 5 ai, ay, a, a-e ee, oa, e-e, y igh, ie, i, i-e, y ow, o-e, o, oa oo, ur-e, ue, ow ot, oot, aw, ore, au Expected PSC score to be on track 28/40 (March)	Revision, consolidation and Applying Expected PSC score to be on track 32/40 (May)	