

# DfE approved Systematic Phonics Programme Policy

## Harehills Primary School



This policy has been approved and adopted by the Governing body.

This policy was written by the Harehills Primary Phonics team:

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At Harehills Primary School we use systematic teaching of phonics, using the DfE approved **Twinkl phonics** programme.

## Intent:

Teaching children to read is an essential part of their learning. Reading is a skill that helps to develop vocabulary and improve understanding of words. In synthetic phonics lessons, children learn the relationship between letters and sounds. Teaching them to recognise the sounds each letter makes and how to put them together, enables them to read. It also helps with spelling as they learn how to break up words into sounds, in order to spell them. The idea that surrounds synthetic phonics is that once they are comfortable with the letters and sounds that make up words, children should even be able to read 'nonsense' words that don't actually exist in the English language.

This multisensory approach includes:

- engaging activities focused on developing and applying reading and writing skills.
- mnemonics, actions, handwriting formation rhymes and songs to reinforce sound and letter recognition.
- active repetition to ensure rapid recall of grapheme-phoneme correspondences (GPCs), common exceptions words.

## Aims:

- To establish a cohesive whole-school approach with progression and continuity in the teaching and learning of phonics throughout the school with a focus on quality first teaching.
- To ensure that systematic synthetic phonics (following the Twinkl Phonics programme) is the first approach pupils use to help with their reading and spelling.
- To ensure children learn to read and write all 44 graphemes in the English language.
- To ensure children have specific strategies to identify and decode common exception words (tricky words).
- To have robust assessment procedures to check progress and identify pupils in need of intervention.
- For pupils to apply their phonic knowledge in their reading and writing across the whole curriculum.
- For pupils to develop a love of reading and enjoy reading for pleasure confidently across a range of genres.

## Objectives:

- To provide consistent, high-quality phonics teaching that ensures all children have a strong foundation upon which to tackle the complex processes of reading and writing.
- To ensure that the teaching of synthetic phonics is systematic and progressive throughout the foundation stage, key stage one and key stage two for those children needing interventions to support phonetic knowledge and understanding.
- To ensure that children have strong phonetic knowledge, understanding and skills so that they can decode words confidently and engage with higher-order reading and writing skills.

## Implementation

### Delivery of Twinkl Phonics

The Twinkl programme follows the same weekly planning overview given in the DfE Letters and Sounds programme. This is then broken down, day by day.

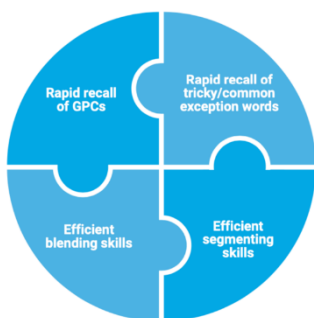
### EYFS to Year 2

For Reception through to Year 2, phonics is taught in a daily discrete session.

The structure of every Twinkl Phonics lesson follows this familiar five-part structure to ensure that the four cornerstones of phonics are covered. During our phonics lessons, children will repeat the elements from the four cornerstones of phonics to ensure that they have rapid and automatic recall of GPCs and tricky/common exception words; each day, they will experience blending and segmenting activities to allow regular practice of these core skills.

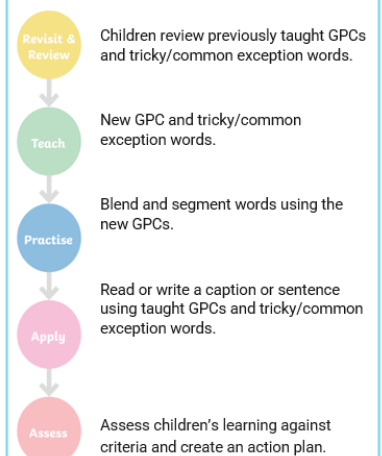
Stories are used to provide a stimulus and context for

phonics teaching in our Twinkl Phonics lessons. The story content also integrates games to practise the skills taught.



Four Cornerstones of Phonics

### Each lesson follows the 5 part structure:



In addition, we use actions to help the children remember phonemes; this kinaesthetic, visual and auditory approach helps the children to retain the phonemes and supports children with SEND.

## Nursery

Level 1 is taught in Nursery and runs throughout the teaching of phonics Levels 2-6. Level 1 has 7 key aspects, as shown in the image below.



In Nursery phonics is taught through short adult led guided groups, as well as additional opportunities provided within the learning environment. Practice is provided in a range of contexts: music, dance, PE and story, for example. Children are exposed to rhyme, rhythm and alliteration, attuning their ears to listen carefully to the parts of a word.

## Reception

Children work within Levels 2-4. Learners are introduced to phonemes (sounds) and graphemes (letters) systematically and are taught letter sounds (GPCs). They also learn to develop and apply blending and segmenting skills for reading and writing.

During provision children are given regular opportunities to practise their phonics knowledge with adults as well as independently. This may include writing dictated captions and sentences. Children are introduced to words which are not phonically regular, e.g. common exception words – we call these **tricky words**. Children learn that they must be able to recognise these on sight or use what they know to work out the tricky parts of the word. Children are encouraged to see themselves as readers and writers from an early stage and to ‘have a go’ at writing, using the sounds they can hear in a word. By the end of Early Years children working at the expected standard should be able to write simple sentences which can be read by others.

## EYFS Adaptations

Within EYFS each sound is taught over two days. Day one is a focus on introducing the new sound, day two re-visits the new sound. The children use a variety of blending and segmenting strategies throughout both days including a focus on letter formation and writing.

All children are encouraged to practise the letter formation of each new sound. For those children who need SEND or further support we offer larger scale alternatives such as; outdoor floor writing, flipper flappers and other strategies to promote arm muscle development. In Autumn term the Twinkl phonics workbooks are introduced using a phased group approach, ensuring all children have smaller targeted workbook teaching. Every child will access workbook activities at least twice per week in their targeted group. As an alternative to the workbooks, we also expose the children to a combination of daily planned practical activities including: games, matching activities, blending/ segmenting with practical resources, letter formation, fine motor skill development and more. These activities can be completed independently or as guided adult led small group sessions.

## Same-day interventions and further considerations

Some children will need interventions in EYFS to continue to consolidate their phonic knowledge. To support those these children, we use the Twinkl phonics same-day interventions.

## KS1

Within KS1, children work within Levels 5 and 6. The coherently planned sequence of lessons within Level 5 allows opportunities for children to apply their phonics knowledge and skills as the prime approach to reading and spelling. It focuses on phonetically decodable two-syllable and three-syllable words and the alternative ways of pronouncing and representing the long vowel phonemes. Furthermore, children will develop their ability to attempt to read and spell increasingly complex words. By Level 6, children explore spelling patterns

and grammar while also developing a breadth of knowledge, skills and understanding in the recognition and spelling of **common exception words**.

## KS2

In Year 3 spelling lessons are taught three times a week. Children continue to use their phonic knowledge and their growing understanding of the syllable structure of words to support their spelling. This includes continuing their recognition of the statutory common exception words listed in **The National Curriculum**. There is an emphasis on developing confidence and assuming increased responsibility for identifying their own spelling errors and making reasoned choices about likely alternatives. They also learn to use a dictionary and thesaurus with increasing independence throughout KS2.

### Further considerations

Some children will need interventions in KS1 and then into KS2 to continue to consolidate their phonic knowledge and spelling skills. The same-day Twinkl phonics interventions '**code-breakers**', are used for these children.

We also recognise that not all children learn in the same way. For some children the teaching of Phonics is not always as effective as it is for the majority of other children. For those children we use individualised sight-reading strategies including **Key Word Reader** and picture and word matching activities.

### Planning and progression in phonics

The progression of the teaching of phonics, using the Twinkl Phonics Programme, from EYFS to Year 2, is detailed in the table below.

Twinkl Phonics Level	Number of Teaching Weeks	Recommended Year Group (UK schools)	Age of Children
Level 1	36	nursery/preschool	3-4
Level 2	7	reception	4-5
Level 3	12	reception	4-5
Level 4	5	reception	4-5
Level 5	30	year 1	5-6
Level 6	30	year 2	6-7

We follow the systematic approach as laid out in the Twinkl phonics programme, the planning for each session comes from the scheme itself which is part of a wider progression document for phonics. The weekly planning sheet from Twinkl must be printed off to facilitate the teaching.

NB: EYFS adapt planning as previously stated in '**EYFS Adaptations**'.

## Impact

### Assessment and Reporting

Formative assessments will take place daily to ensure that children who need to are targeted for same day interventions.

All children in Reception, Year 1 and Year 2 will have their own Twinkl assessment sheets. These are to be use as a continuous form of assessment throughout the year. (See Appendix D)

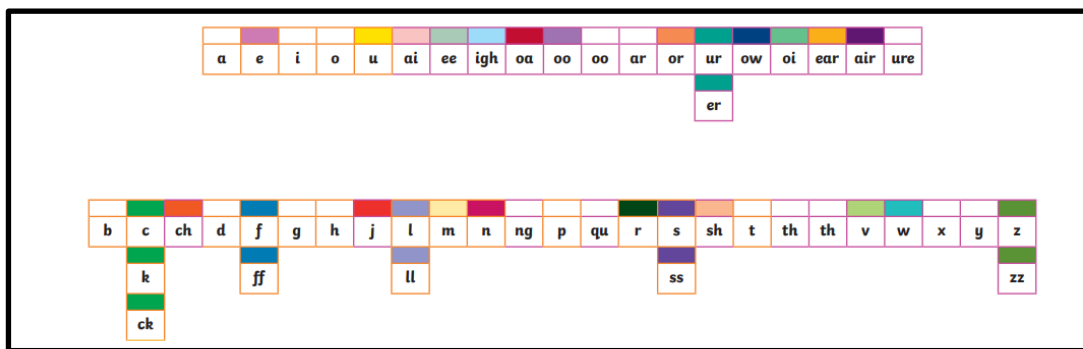
There are three whole school assessment points throughout the year when pupils will be assessed on their progress. Summative assessments will be recorded onto O-Track at regular intervals throughout the year in line with other whole school assessments.

### Year 1 Phonics Screening Check

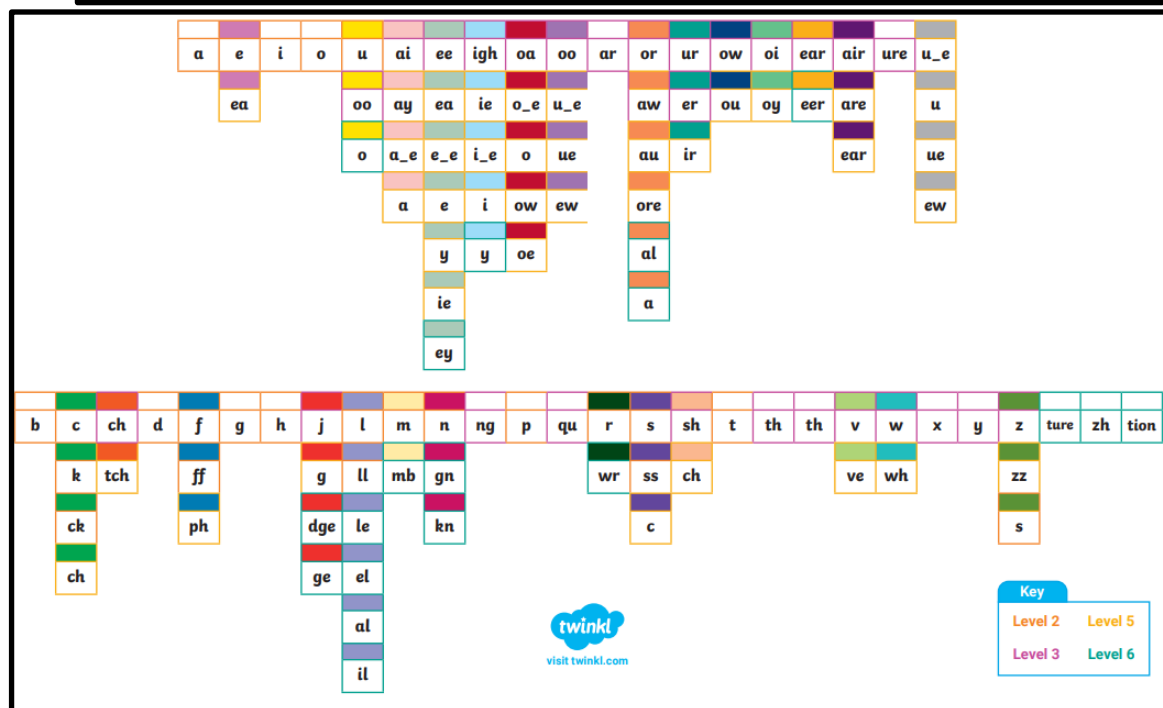
In the summer term, all children in year 1 will undertake the National Phonics Screening Check. This is an assessment carried out in school during which the children will be assessed on their ability to segment and blend a range of 40 real and 'alien' words. Alien words are a selection of phonetically decodable nonsense words. The words in this assessment gauge the children's understanding of the phonemes learnt and give the school the knowledge of where the gaps are. If the children are not secure in recognising, segmenting and blending these words and therefore do not pass the assessment, they will be offered further support as they enter year 2 and will be able to repeat the assessment in the summer term of year 2. This assessment also allows us to put in specific and personal support for those children who require additional assistance.

## Classroom environment

In EYFS and KS1 each classroom has a 'Twinkl growing sounds' display. Which is added to as children are taught new sounds and common exception words



Reception completed growing sounds display



End of KS1 completed growing sounds display

Children will be encouraged to use these displays to reinforce their learning daily.

In Reception and Year 1, phonics based activities will be included within continuous provision. Children will be encouraged to access these both independently and with adult support.

### Reading books

All children in EY's and KS1 read 1:1 with an adult at least once a week. Class teachers read with children at least once every half term. Children are given phonetically decodable home reading books which closely match their phonics ability and include the sounds they have secured and are confident with.

### Consistency

To ensure phonics is taught in a consistent way across school we have an agreed set of teaching strategies.

- The sequence of sounds and spelling patterns taught will follow the Twinkl Whole School Phonics programme. (see Appendix A)
- Tricky words / Common exception words will be introduced using the Twinkl Phonics suggested structure (see Appendix B)
- Spelling of tricky words, digraphs and trigraphs is taught using letter names.
- Tricky words and common exception words will be displayed in alphabetical order in F2-Y2



- When teaching blending and segmenting we use **'Phoneme Fingers'** to robot talk and identify the sounds in a word. The left hand, palm facing forwards, starting with the thumb should be used for the demonstration of phoneme fingers. Phoneme frames are used to support writing a segmented word. e.g
- All F2 to Y3 classrooms will have a Phonics **'growing sounds'** display. Sounds will be introduced and placed in the correction position on the growing sounds display (**Appendix C**)
- Where possible, all phonics displays will be laminated in matt so that children can see them properly from wherever they are in the room.
- Any areas within school where phonics groups are taught will have the appropriate 'growing sounds' display or Twinkl posters.
- Phonemes will be identified using; Sound buttons for single letter phonemes, underlines for phonemes with more than one letter, smiley face loops underneath letters for split digraphs.
- The following terms / phrases are to be used across school:
  - **'partners'** will be used when teaching di-graphs
  - **'Team'** will be used when teaching Tri-graphs
  - **'The name is ..... the sounds is .....**' (when introducing a new sound)
  - **'Tricky word'**- EYFS
  - **'Common exception word'**- Year One onwards