



"Inspiring minds to ignite lifelong learning"



Onchan Primary School
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Onchan School Phonics Policy

Rationale

The English Language is a complex one, but one which must be understood and applied in all aspects of life. At Onchan School we want to give our children the best chance they have to master the language and it is for this reason that we have developed our own Onchan Phonics Scheme.

Phonics is a way of teaching children to be able to read and write. This is done by demonstrating the relationship between the sounds of the spoken language, and the letters/groups of letters of the written language. Words are made up of groups of sounds called phonemes. When learning phonics, children are taught to listen carefully and identify the phonemes (sounds) which make up the word.

When developing our Onchan Phonics Scheme we combined our experiences as a staff with new training. This has resulted in a scheme that we believe truly equips our children to tackle the English Language.

Aims

We aim to give children the tools they need to be successful in reading and writing. As well as this we want children to understand and be excited by the complexities of the English Language and in doing so become more independent learners.

Phonemes and Codes

Throughout this document we will be referring to phonemes and codes. Phonemes are the units of sounds which make up words. For example, in the word bat, there are three different phonemes, b – a – t. Sometimes however in the English Language we have different codes for these phonemes. For example the phoneme /n/ can be made in a number of different ways including nn, kn, gn. It is these different ways that we refer to as codes. For example "gn" is code for /n/ in the word gnome.

Foundation Stage

Overview and Coverage

Children in Foundation Stage will learn 52 graphemes (See Appendix 1). Baseline assessments are completed in the first two weeks of the Autumn term and then phonics lessons begin. Children are given consolidation time for part of Summer 1 and all of Summer 2. This time is dedicated to filling any gaps in learning and extending learning further for children that are already secure with the Foundation Stage phonemes/codes.

Planning and Resources

Phonics is taught daily and focuses on 2 phonemes/codes per week. Each phoneme has two sessions devoted to it. The first is a reading focus and the second a writing focus (including formation and handwriting). There is then 1 recap session per week to embed the two new phonemes/codes. All of the planning is completed and can be accessed via the Cloud. Each code has a folder containing all of the resources needed to teach the lessons. Flashcards are also on the Cloud ready to be printed.



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Home Learning

Children are given a Phonics Learning Log after the first full week of Phonics lessons. The phonics learning log has been designed to support the teaching and learning of phonics. They will be sent home on a Friday and will be collected the following Thursday to check recall and allow time to put in the next homework.

We suggest the following routine to parents: Say the letter sound, do the action, read the words and then practise writing the letter on the lines provided. In the Phonics Learning Log you will find a 'mini-alphabetic code chart', the two phonemes/codes taught that week and a grid of suggested activities that can be done at home to support phonics learning.

Assessment

Children are assessed initially in FS to support their baseline assessments. This assessment is made up of all of the phonemes/codes that the children will be taught throughout FS. Formal phonics assessments will then take place in October, February and June, checking for recognition of phonemes/codes and tricky words. Foundation Stage staff also complete weekly individual assessments, using the Phonics Learning Logs, to check recall of previous phonemes/codes and words taught. Phonemes/codes will continue to be checked until they have three green ticks next to them, this is to ensure knowledge has been embedded.

Year 1

Overview and Coverage

In Year 1, 40 new codes are explicitly taught (Appendix 2). Consolidation time is built into the year to ensure Foundation Stage codes are retained and mastered before new codes are learned and to allow time to embed the Year 1 codes before moving to Year 2. The first half term is set aside for recapping Foundation Stage and Summer 2 is set aside for consolidating Year 1.

Planning and Resources

Phonics is taught daily and focuses on 2 phonemes/codes per week. Each phoneme has two sessions devoted to it. The first is a reading focus and the second a writing focus (including formation and handwriting). There is then 1 recap session per week to embed the two new phonemes/codes. All of the planning is completed and can be accessed via the Cloud. Each code has a folder containing all of the resources needed to teach the lessons. Flashcards are also on the Cloud ready to be printed.

Home Learning

Home learning is to be completed weekly during the period of time when Year 1 codes are being taught. This means there is no home learning during Autumn 1 or Summer 2.

Each child will have a Phonics Learning Log which will go home on a Friday and be collected on a Thursday. The home learning will consist of one sheet covering both codes from the previous week. The children will have the code and words containing the code to read. They will also have a letter formation guide on the sheet.

During Thursday's each child will be assessed individually by the teacher. They will first be asked to read the code, followed by the words. The books will be marked using the following colours to allow adults at home to see where areas for improvement lie:



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Can't recognise the sound

Can recognise the sound, but can not decode the words

Can recognise the sound and read the words with ease

Assessment

All children will complete a September baseline assessment of the Foundation Stage phonemes and codes. They will then be assessed again in October/November to check impact of recapping (half-term dependent). All children will be assessed again end of January/February. Once they have three ticks and staff are satisfied that the children are secure on reception sounds, these will no longer be checked. This document will support and inform intervention groups where needed.

All children will be individually assessed at the end of January/February, April and end of June on the new Year 1 codes and words. The assessment consists of the children reading the different codes and words to an adult. In some cases there are words written to help the children to identify the code, as some can be code for multiple sounds, but they do not need to be read aloud by the child. In January/February the assessment will only cover the codes taught so far, extending further in April and in June covering all of the Year 1 codes and words.

Year 2

Overview and Coverage

In Year 2 36 new codes are explicitly taught (Appendix 3). Consolidation time is built into the year to ensure Year 1 codes are retained and mastered before new codes are learned and to allow time to embed the Year 2 codes before moving to Year 3. The first half term is set aside for recapping Year 1 and the Summer Term is set aside for consolidating Year 2.

Planning and Resources

Phonics is taught daily and focuses on 2 phonemes/codes per week. Each phoneme has two sessions devoted to it. The first is a reading focus and the second a writing focus (including formation and handwriting). There is then 1 recap session per week to embed the two new phonemes/codes. All of the planning is completed and can be accessed via the Cloud. Each code has a folder containing all of the resources needed to teach the lessons. Flashcards are also on the Cloud ready to be printed.

Home Learning

Home learning is to be completed weekly during the period of time when Year 2 codes are being taught. This means there is no home learning during Autumn 1 or the Summer term.

Each child will have a Phonics Learning Log which will go home on a Friday and be collected on a Thursday. The home learning will consist of one sheet covering both codes from the previous week. The children will have the code to read, words containing the code to read and will be encouraged to spell the words and include them in sentences. They will also have one extra optional reading and writing challenge per week on the sheet.

During Thursday's each child will be assessed individually by the teacher. They will first be asked to read the code, followed by the words, next they will spell some of the words and finally write them into sentences. At each point the child only continues further if they have been able to complete the previous stage. For example if a child was unable to read the words they would not be expected to spell them. The



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books will be marked using the following colours to allow adults at home to see where areas for improvement lie:

	Can't recognise the sound	
	Can read the sound	
	Can read the sound and words	
	Can do the above and spell words	
	Can do the above and write sentences	

Assessment

All children will be assessed on the Year 1 codes in October/November to check impact of recapping (half-term dependent). If necessary, children will be assessed again end of January/February. Once staff are satisfied that the children are secure on Year 1 codes, these will no longer be checked. All children will be individually assessed in January, April and June on the new Year 2 codes and words. The assessment consists of the children reading the different codes and words to an adult. There are words written to help the children to identify the code, as some can be code for multiple sounds, but they do not need to be read aloud by the child. In January the assessment will only cover the codes taught so far, extending further in April and in June covering all of the Year 2 codes and words.

Key Stage 2

Key Stage 2 do not have specific Phonics lessons, instead they follow a spelling scheme and ensure all of the Phonics codes which have been learned are applied. Phonics Code Charts will be on display in all classrooms for children to continue to use as they move through the school. Where necessary Year 3 may spend time at the beginning of the school year recapping Year 2 codes before moving on to their spelling scheme.

Interventions and SEN

Interventions take two different forms when teaching Phonics.

The first is a rapid intervention where a child has not understood the phoneme or code taught on that particular day. In this instance they will be given an extra 5-10 minutes of teaching time at another point in the day by a member of our support team. This type of intervention is fluid and children move in and out of it on a daily basis with some children possibly never needing to access it.

The second is a more formal intervention where a child is identified as having an additional learning need and requiring more time and support. There will have access to a Phonics group led by a member of our support team weekly. The number of times a week this group is run depends on the level of need and year group. This formal intervention continues throughout the school where necessary.

As well as Phonics interventions others, such as Daily Reading, Speech Link and Language Link, take place which would also enhance the learning of the phonics codes for those children where this is appropriate.

Cloud

All planning, resources and assessment documents can be found on the Cloud. Please move these to your desktop if needed and do not edit the originals on the Cloud.



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Appendix 1

Foundation Stage coverage overview (adapt depending on number of weeks in each half term)

Term/Week <i>*Please adapt according to the school year.</i>	Graphemes Covered	Tricky Words Covered		
Autumn 1				
Week 1	Baseline			
Week 2	Baseline			
Week 3	s a			
Week 4	t p			
Week 5	i n			
Week 6	m d	l		
Week 7	g o	no		
Autumn 2				
Week 1	c k	go		
Week 2	ck e	to		
Week 3	u r	the		
Week 4	h b	into		
Week 5	f ff	Recap tricky words		
Week 6	l ll ss	Recap tricky words		
Week 7	j v	he she		
Week 8	w x	we me		
Spring 1				
Week 1	y z zz	be		
Week 2	qu ch	you		
Week 3	sh th	all		
Week 4	ng	they		
Week 5	ee or	her		
Week 6				
Spring 2				
Week 1	oo ai	was		
Week 2	oa igh	are		
Week 3	ar ow	my		
Week 4	ear air	said		
Week 5	oi oy	so		
Week 6	ay ea	do		
Summer 1				
Week 1	ur er	some		
Week 2	ir	Consolidate and Apply		
Week 3	Consolidate and Apply			
Week 4				
Week 5				
Week 6				
Summer 2				
Week 1				
Week 2				
Week 3				
Week 4				
Week 5				
Week 6				



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Appendix 2

Year 1 coverage overview (adapt depending on number of weeks in each half term)

Autumn 1		
Week 1	Recap FS qu (queen) me	
Week 2	ch (chat) sh (wish) be	children much fish wish
Week 3	th (thin) ng (ring) you	that this then them with than king long thing
Week 4	ai (rain) ee (week) all	again three been feet keep need tree green sleep trees queen
Week 5	igh (night) oa (goat) are	night right boat
Week 6	oo (book/moon) ar (card) her or (fork) ur (turn) was	looking look too room took book food soon good car park dark dark hard garden
Week 7	ow (cow) oi (coin) they ear (fear) air (hair) my	now down how town

Autumn 2		
Week 1	er (rubber), ay (may), ea (eat), oy (boy), ir (dirt) Assessment of FS Recap tricky words	
Week 2	ou - cloud ie - pie have can't	house about out round mouse found shouted around cried
Week 3	ue - glue aw - saw come were	saw



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Week 4	ew - new oe-toe there little	new
Week 5	i_e - kite e_e - eve what one	liked inside white even these
Week 6	o_e - bone u_e - flute laughed don't	home use
Week 7	Recap	
Spring 1		
Week 1	a_e - bake au - autumn I'm giant	take gave place
Week 2	-y - cry -y - baby your here	my by why fly any many baby every floppy
Week 3	ow - show ph - phonics very oh	grow snow window know
Week 4	gg - eggs gh - ghost their people	eggs
Week 5	wr - wreck kn - knight Mr Mrs	know
Week 6	Recap	
Week 7	Recap	
Spring 2		
Week 1	ey - monkey wh - when looked called	key white which what when where
Week 2	wor - work o - son asked could	work
Week 3	-le - little -mb - lamb find most	little people
Week 4	oar - roar oor - poor great head	door



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Week 5	ear - earth ear - bear school more	bear
Week 6	Recap	
Summer 1		
Week 1	g - gem -ve - have before our	giant magic live lived
Week 2	-ge - large -dge - hedge other mother	
Week 3	tch -al another water	animal
Week 4	-el -il we're any	
Week 5	-ce -se many eyes	once please horse because mouse house
Week 6	Recap	
Summer 2		
Week 1	Recap	
Week 2	Recap	
Week 3	Recap	
Week 4	Recap	
Week 5	Recap	
Week 6	Recap	
Week 7	Recap	
Week 8	Recap	



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Appendix 3

Autumn 1 Year 1 recap guide (adapt depending on number of days available)

Day	Code(s)
1	gg gh
2	kn
3	wr
4	ay a_e
5	ou
6	ie -y i_e
7	ea
8	oy
9	ir
10	ue ew u_e
11	aw
12	wh
13	oe ow o_e
14	au
15	ey -y (ee) e_e
16	or (after "w" is /er/)
17	ph
18	o (u)
19	-le
20	-mb
21	oar oor
22	ear (er)
23	ear (air)
24	g (j)
25	-ve
26	-ge
27	-dge
28	-tch
29	-al
30	-el
31	-il
32	-ce
33	-se



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Year 2 coverage overview (adapt depending on number of weeks in each half term)

Term/Week	Sounds/ Tricky Words Covered
Autumn 1	
Week 1	Consolidate Year 1
Week 2	Consolidate Year 1
Week 3	Consolidate Year 1
Week 4	Consolidate Year 1
Week 5	Consolidate Year 1
Week 6	Consolidate Year 1
Autumn 2	
Week 1	ci cy want/small
Week 2	-ci are friends/through
Week 3	ere eer thought/would
Week 4	ier our couldn't/once
Week 5	-re -our only/clothes
Week 6	ore x (gz) because
Week 7	sc ch narrator
Spring 1	
Week 1	ch rh
Week 2	ou ou
Week 3	ui -ous
Week 4	(w)ar gn
Week 5	-st- -tion
Week 6	-sion eigh
Spring 2	
Week 1	ea y
Week 2	gu -gue
Week 3	ie -ine
Week 4	-ine mn
Week 5	-ture eau
Summer 1	
Week 1	Consolidate/Apply
Week 2	Consolidate/Apply
Week 3	Consolidate/Apply
Week 4	Consolidate/Apply
Week 5	Consolidate/Apply
Week 6	Consolidate/Apply



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Week 7	Consolidate/Apply
Week 8	Consolidate/Apply
Summer 2	
Week 1	Consolidate/Apply
Week 2	Consolidate/Apply
Week 3	Consolidate/Apply
Week 4	Consolidate/Apply
Week 5	Consolidate/Apply
Week 6	Consolidate/Apply