Cedar Park School

Subject Policy for Phonics

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Curriculum aims

Our aim is for all children to be reading fluently by the end of Year 1.

At Cedar Park School, we help develop the children's knowledge of sounds through fun, magical and inspiring phonics lessons. The children progress through each stage of their phonics learning when they are secure at each point. The Supersonic Phonics Friends programme is a fully systematic, synthetic phonic approach ranging from the simple to the complex spellings of the alphabetic code. Supported by their interactive Supersonic Phonic Friends characters, the scheme ensures children develop confidence and apply each skill to their own reading and writing by learning memorable actions and phrases for each sound. Supersonic Phonic Friends can be powered through technology and brought to life through joyful play and actions in both the indoor and outdoor environment. This approach allows phonics to be consistent throughout the phonics phases from EYFS to Year 2 (and beyond if necessary). The active engagement of pupils makes phonics a fun and joyful experience. This scheme is highly visual and broken into manageable learning chunks, which stimulates the interest of the children.

Roles and responsibilities

Head teacher

- The Head teacher will ensure **all** staff have the necessary training to be able to assess the children's attainment and to deliver phonics according to the scheme.
- The Head Teacher will monitor the effectiveness of the delivery of phonics lessons and how the children are learning.
- The Head teacher has the responsibility to plan for several review checks throughout the year to look at the effectiveness of the scheme and the application of lessons from the different teaching staff members.
- The Head Teacher will support and help to develop the subject knowledge of the subject leader.
- Ensure that the phonics screening is carried out within the DfE guidelines.
- Ensure that phonics screening materials are stored/locked away safely when not in use.

Subject Leader

- The subject leader has the responsibility to support and enhance the subject knowledge of other members of staff that are involved with phonics. They will do this by delivering training to staff on the teaching and assessment of phonics.
- The subject lead will complete termly learning walks to check for consistency, accuracy and enthusiasm in phonics lessons across the year groups.

- The subject lead will ensure fidelity to the scheme and the policy.
- The subject lead will regular monitor the school's phonics tracker to monitor progress of key children and look for patterns and trends in data.
- The subject lead will deliver key information and teaching strategies to parents.
- The subject lead will be aware of the lowest 20% of readers and what additional provision is put in place for them.
- The subject lead will work with KS2 staff who are delivering phonics to KS2 children as part of additional provision. This will be to ensure there is a consistency of approach between KS1 and KS2.
- Ensure that the phonics screening checks are carried out using the DfE guidelines.
- Ensure that staff facilitating the phonics screening are sufficiently trained to do so.

Teachers

- Teachers will deliver daily phonics lessons following the scheme with actions and phrases.
- Classes using SPF need to have a phonics display board, with all of the sounds and their related images.
- They will assess the children on a regular basis and report to leaders on a termly basis.
- Gaps in phonics knowledge will be addressed through appropriate interventions or post and pre teaching of a sound.
- Books will be appropriately given to children based on their phonics attainment and understanding.
- Phonics will be the 'go to' approach when reading with children who are decoding words. We will use SPF strategies to do this.

Support Staff

Support staff's main role is to support the teacher during the phonics lessons and have a good understanding of the scheme to be able to follow actions and phrases which can be applied during other lessons and when reading with the children. They will take interventions to address gaps or pre teach a sound. This will allow the support staff to support the assessment of the children's phonics knowledge.

Organisation and Planning

Phonics is divided into aspects and phases which are taught throughout the infant years of a child's school life. Each year the child will learn new sounds

from Reception to Year 2, along with spelling rules. Nursery will be taught the aspects of sounds, Reception will be taught Basics two and three, Year 1 will be taught Basics four and five and Year 2 are introduced to the spelling rules. (see appendix A- progression)

Phonics is delivered daily for 20-30 minutes, using the Supersonic Phonics Friends interactive lessons, with memorable actions and phrases for characters and sounds. Each lesson is delivered in class with an interactive smart board and phonics working walls. Interventions for a small group of children should take place using a laptop. There are set lessons to be taught in a particular order, with tricky words or common exception words at the end of each lesson. The lessons follow the same order of delivery which is as follows:

- **Listening Len:** The focus sound will be introduced and children will listen to the sound.
- **See it Sam:** Children will see the grapheme (spelling) of the sound.
- **Segmenting Seb:** Children will segment words into phonemes (sounds) and graphemes (spellings).
- **Blend it with Ben:** Children will use the segmented sounds and blend them back into words.
- **Build with Bill:** Children will 'build' words using individual spellings.
- **Read with Rex:** Children will read words that contain the focus sound.
- **Write with Ron:** Children will write words containing the focus sound, dictated by the teacher.

Some lessons may also contain additional sections, which are as follows:

- **Tricky Tess:** Children will be exposed to words that are 'tricky' meaning that they cannot be read using their phonics knowledge.
- **Nonsense Nan:** This is an opportunity for children to apply their learning to words that make 'no sense'. These are not real words, they are nonsense words.
- **Cheeky Sneaky Sid:** This is where children are exposed to a 'sneak peek' of the learning to come within the next lesson.

This rigid and consistent structure gives the children the repetition and rehearsal they need in order for them to build upon previous learning and retain sounds within their long term memory. It also gives children the chance to recognise, read and write within the same session on a daily basis. (See appendix A and B for progression and overview)

Inclusion

All children are to learn in line with the daily lessons that are taught in their class to ensure that they keep up with the current year's phonics teaching. We set up interventions which might be a recap, post-teach or pre-teach of sounds. This will be in short bursts, at a different time of day, to supplement daily class phonics. This allows teachers to fill the gaps in the child's learning. These interventions should be short and not prevent children from accessing large parts of the wider curriculum. As children catch up, we would reduce the amount of intervention time, thus allowing them to access the full curriculum It is important that we do these interventions as we realise that being a fluent reader opens up every area of the national curriculum for a child.

Each class uses resources to support the children when applying their phonics in other subject areas, through sound mats, tricky word mats and changing working wall phonics displays. Consistency with the use of the scheme's display documents allows each class to have the appropriate sounds displayed and there is familiarity across the year groups for the children as they move up the classes. Sounds will be displayed with the picture that is associated which is a prompt for those children that need it.

Monitoring and Planning

Each class will submit termly assessments for the attainment of each child, with more regular assessment happening in each class on a regular basis. The termly assessment will be recorded on the school's phonics tracker. This informs interventions and book allocation.

Subject leaders will speak to teachers to discuss what is being put in place for the lowest 20% of readers and for those who did not pass the phonics screening in Year 1. There will be termly drop ins by leaders for each class to check for consistency, use of phrases and actions and to support members of staff with subject knowledge. The Head teacher will regularly monitor phonics learning. Book scrutiny will occur in other subjects such as English, which means we are able to see if the application of phonics is being used within other subjects.

Appendix A - **Phonics Curriculum Progression**

Year Group	Knowledge & Understanding	Skills & Enquiry	Resources
EYFS	Phase 1- Firm Foundation General sound discrimination- environment sounds, instrumental sounds and body percussion. Phonological awareness- rhyme and rhythm, alliteration, voice sounds and oral blending and segmenting Phase 2- Group 1 – s a t p Group 2 – i n m d Group 3- g o c k Group 4- ck e u r Group 5 h b f l Group 6 – ll ff ss Tricky words:	Turning into sounds (auditory discrimination) Listening and remembering sounds (auditory memory and sequencing) Talking about sounds (developing vocabulary and language comprehension) Phase 2- Taught 18 of the 44 sounds and recognise the spelling for the sound, segment and build, read and blend and write the sound. Hear up to 3 sounds in a word, recognise spellings and read simple CVC words with the 18 spellings for sounds. Read decodable texts with Phase 2 sounds and phonetically make plausible	**Supersonic Phonics Friends Website**

	I, is, the, to, go, no, has, his, as of into Phase 3- Group 1- j v w x Group 2- y z zz qu Group 3- ch sh th ng Group 4- ai ee igh oa Group 5- oo o oar or Group 6- ur ow oi er Group 7- ure ear air Tricky words: her, was, you, he, she, we, me, be, they, my, by, are, all, some, come, so, do, little, out.	attempts at their emerging stages of spelling when writing. Phase 3- Know spellings for further 26 of the 44 sounds. Use auditory processing and memory skills to continue to recognise spellings for the sound, segment and build, read and blend and write. An introduction to alternative pronunciations of spellings for sounds. Read tricky words and nonsense words. At the end of the phase children will be able to hear 3 sounds in words, recognise spellings and read and write simple and complex CVC words with the 44 spelling sounds. Read decodable texts and make phonetically plausible attempts at spellings in their writing.	
Year 1	Revision: Phase 3 Phase 4 Group 1- CVCC Group 2- CVCC and polysyllabic Group 3- CCVC	Phase 4- Recognise, Build, Read and Write Moving from 3 sounds CVC to four sounds plus CVCC, CCVC, CCVCC, CCCVCC words.	**Supersonic Phonics Friends Website**

	Group 4- CCVC and polysyllabic Group 5- CCVCC, CCCVCC and polysyllabic Tricky words: Were, what, like, have, there, here, said, one, house, when, our, your, love, school, then, them, that, this. Phase 5 – choose to use Group 1- ai and ay, ee and ea, igh and ie, oa and oe, oo and oe, oo and ue. Group 2- ai, ay and a_e, ee, ea and e_e, igh, ie and i_e, oa, oe and o-e, oo, ue and u_e. Group 3- oi and oy, ur and ir, ow and ou, or and aw, w and wh. Group 4- air and are, n and kn, r and wr, f and ff and ph, or and aw and au. Group 5- n and kn and gn, or and aw and au and ore, ee and ea and e_e and ey, oo and ue and u_e and ew. Group 6- air and are and ear, ur and ir and or, ch and tch, j and dge, ur and ir and or and er	Hear more than 3 sounds in a word and continue ti embed mastery of phase 2 and 3 phonics spellings. Listening to adjacent consonants that are challenging to hear in words. Learn tricky words and read nonsense words. At the end of this phase children will be able to hear more than 3 sounds in words, recognise spellings and read and write CVC, CVCC, CCVC, CCVCC, CCCVCC words containing the 44 spellings in the English language. Read decodable texts and make phonetically plausible attempts at spellings in their writing. Phase 5- Choose to use and Switch it Teaches the concept that there is more than one spelling for a sound that they can hear in a word. Finding out that sounds ‘sound the same but look different’ and the rules for which spelling to choose when it comes at different places in a word.	

	Tricky words: their, people, Mr, Mrs, Oh, these, friends, asked, where, today, once, could, should, would, called, looked, son, says, want, after, half, only, with. Phase 5- switch it- alternative spellings i- as in sixth and wild o- as in frog and old c- as in crisp and cement g – as in growl and gem u- as in underpants and tuba ow- as is clown and yellow ie- as in pie and chief ea- as in dream and bread a- as in apple and angel a- as in apple, angel and watch ou- as in mouldy and mouse o- as in frog, old and monk y- as in yellow and cry y- as in yellow, cry and crystal ch- as in children and chef ch- as in children, chef and chours ou- as in mouse, mouldy and soup	Learn tricky words and read nonsense words applying their knowledge of the phase sounds. To be able to switch spellings and sounds for alternative pronunciations. Read decodable texts and make phonetically plausible attempts at spellings in their writing.	

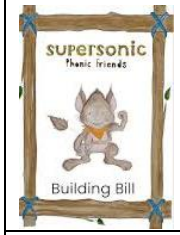
	Tricky words- does, goes, tall, call, small. Laughed, why, over, above, live, please, water, because, break, work, who, any, many, move, eye. Spelling Patterns and rules Adding –s and –es to words (plural nouns and the third person singular of verbs) Adding –ing and –ed and –er to verbs where there is no change to the root word. Adding –er and –est to adjectives where there is no change to the root word. Adding the prefix –un Write Compound words		
Year 2	Revision: Phase 5 Spelling Patterns and rules Adding –es to nouns and verbs ending in –y Adding –ed –ing –er and –est to a root word ending in a –y with a consonant before. Adding –ed –ing –er and –est to a root word ending in a –e with a consonant before.	Teach children very specific spelling rules, adding prefix and suffix's, adding ending to words such as plural. Choose spelling for the 44 sounds in the English language. Switch spellings for sounds and use alternative pronunciations.	**Supersonic Phonics Friends Website**

	Adding –ing, -ed, -er, -est or –y to words of one syllable ending in a one consonant letter after a single vowel. The /u/ sound spelt o The /o/ sound splet a The /er/ sound spelt or The /or/ sound spelt ar Suffixes –ment, -ness, -ful, -less and –ly The /l/ or /el/ sound spelt –le at the end of words. The/l/ or /el/ sound spelt –el at the end of words The /l/ or /le/ sound spelt -al at the end of words Words ending in –il Contractions The possessive apostrophe (singular nouns) Words ending in –tion Homophones and near homophones	Use spelling rules and patterns in writing to make a more accurate attempt at the spelling. Learn tricky words to read and write.	

Appendix B – Phrases and Actions

Cedar Park Phonics Lesson- Basics 2 and 3

Lesson Section	What we say	What we do
Introduction	Today, we are going to learn …… We are going to listen first and then look.	
Listen with Len 	Listen with Len, before you pick up a pen. What can you see on the phonics TV? Turn, talk and tell! 1, 2, 3…… back to me! What sound can we hear at the beginning/middle/end of these words? 1, 2, 3 …… everyone tell me!	Moving floppy bunny ears. Make a square sign with two index fingers. Hold your hand to your ear.
A Super Segment and a Brilliant Blend 	A super segment and a brilliant blend helps us to hear the word at the end. My turn…. Our turn…… Your turn. Now we have listened to the sound let's look at the spelling.	Two hands pulling apart diagonally, before hands roll over each other. Point to self, circle motion, point to class.
See it with Sam 	We are going to see it with Sam. This is the spelling for the sound ….. This is what it looks like. Just one letter, all alone, on its own. It's two letter, it makes one sound, it's a digraph. It's three letters, it makes one sound, it's a trigraph.	Make glasses with hands. Hold one finger up alone. Two fingers up, tie them together, point them. Three fingers up, tie them together, point them.

	My turn…. Our turn…… Your turn.	Point to self, circle motion, point to class.
Segment with Seb and Build with Bill 	We are going to segment with Seb and build with Bill. Bossy phonics fingers. A bossy blend at the end.	Pull your hands apart and then place clenched fists one on top of the other, building upwards. Point with index finger.
Read with Rex 	We are going to read with Rex. Turn, talk and tell (word whisper). 1, 2, 3 ….. read with me! It is green so it can be seen. We are going to Hulk Smash it!	Make a book signal with two open palms. One fist banged down for individual sound. Whole word, blended, is both fists banged downwards.
Write with all my might	We are going to write with all our might. I write it you read it.	Strong man arms.
Supersonic Phonics Jobs	Who is ready for supersonic Phonic jobs? All set? *You bet!* Ready to go? *Tally ho!*	

Cedar Park Phonics Lesson- Basics 4

Lesson Section	What we say	What we do
Introduction	Today, we are going to learn …… We are going to listen first and then look.	
Listen with Len 	Listen with Len, before you pick up a pen. What can you see on the phonics TV? Turn, talk and tell! 1, 2, 3…… back to me! How many sounds can we hear in the word? 1, 2, 3 …… everyone tell me!	Moving floppy bunny ears. Make a square sign with two index fingers. Hold your hand to your ear.
A Super Segment and a Brilliant Blend 	A super segment and a brilliant blend helps us to hear the word at the end. My turn…. Our turn…… Your turn. Now we have listened to the sound let's look at the spelling.	Two hands pulling apart diagonally, before hands roll over each other. Point to self, circle motion, point to class.
See it with Sam 	We are going to see it with Sam. This is the spelling for the sound ….. This is what it looks like. Just one letter, all alone, on its own. It's two letter, it makes one sound, it's a digraph. It's three letters, it makes one sound, it's a trigraph. My turn…. Our turn…… Your turn.	Make glasses with hands. Hold one finger up alone. Two fingers up, tie them together, point them. Three fingers up, tie them together, point them. Point to self, circle motion, point to class.

Segment with Seb and Build with Bill 	We are going to segment with Seb and build with Bill. Bossy phonics fingers. We need to change this word from …… to …….. What do we need to do? A bossy blend at the end. Jazzy Jack helps us by saying the sound for a little bit longer. Magic Mack helps us by saying the sound a little bit louder.	Pull your hands apart and then place clenched fists one on top of the other, building upwards. Point with index finger. Jazz hands. Hold up a pretend microphone.
Read with Rex 	We are going to read with Rex. Turn, talk and tell (word whisper). 1, 2, 3 ….. read with me! It is green so it can be seen. We are going to Hulk Smash it!	Make a book signal with two open palms. One fist banged down for individual sound. Whole word, blended, is both fists banged downwards.
Write with all my might	We are going to write with all our might. You tell me the sounds, I will write the spellings. I write it you read it.	Strong man arms.
Supersonic Phonics Jobs	Who is ready for supersonic Phonic jobs? All set? *You bet!* Ready to go? *Tally ho!*	