

# Brackenwood Infant School



## Phonics

|              |  | Name | Signature | Name | Signature |
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| Date Adopted |  |      |           |      |           |
| Review Date  |  |      |           |      |           |

## **PHONICS POLICY**

### **OVERVIEW**

At Brackenwood Infant School we are committed to providing a discrete, systematic, synthetic phonics programme. From September 2021, we have been piloting 'Sound Train, Letters and Sounds' which meets the DFE requirements, plus covers all relevant aspects of new EYFS and the guidance of Development Matters. It also covers all aspects of the Y1 National Curriculum 2014. The programme is aligned to the same phonic progression order and matching 100% decodable books provided by Pearson's Phonics Bug. The Sound Train Programme includes a systematic teaching progression supported by detailed lesson plans, Grapheme Phoneme Correspondence flash cards and friezes, letter formation and common exception word resources. Teachers ensure the decodable books are exactly matched to pupils' phonic knowledge and are available both online and in hard copies. All Teachers and TA's have been involved in high quality phonic CPD. Most importantly, our Sound Train programme is based on Speech and Language Development and Brain development ensuring we are providing appropriate support to all our children.

### **Why 'Sound Train, Letters and Sounds'?**

- Sound Train is a complete systematic synthetic phonics (SSP) programme that is taught to all of our children from Foundation 2 and into KS1.
- Sound Train resources and characters have been developed to engage young children and stimulate interest and enthusiasm when decoding to read and encoding to spell.
- The Sound Train Programme emphasises the importance of correct speech sounds and includes activities to support children who have speech and language difficulties or delays.
- The colours used in Sound Train resources alongside the actions developed for each GPC have been designed with the various needs of all children in mind including those with autism.
- The letter formation resources in Sound Train have been developed to ensure children can use aural, visual and physical cues to support accurate letter formation and ease cognitive load when concentrating on encoding words.
- Sound Train Lesson plans are organised and numbered to ensure that there are no gaps in the systematic delivery of lessons regardless of interruptions to practitioner's routines.
- Sound Train Lesson plans provide guidance on differentiation to support and extend children when needed
- Sound Train Lesson plans provide additional advice on follow on activities that can be used outside of the daily discrete phonics lesson.
- Sound Train lesson plans provide guidance on identification of phonic skills and knowledge needed for children to keep up with the programme expectations.
- Sound Train lesson plans are written to ensure the practitioner delivering the lesson is guided through each part and informed about the pedagogy of the lesson ensuring quality first teaching.
- Sound Train resources include posters and activities to help children learn letter names, recognise lower case and capital letters.
- Sound Train teaching progression supports children in understanding the connections between alternative graphemes and alternative pronunciations in phase 5.
- Sound Train's alignment to Pearson's Phonic Bug Books enables Brackenwood Infants to use both online decodable books and hard copies to develop book handling skills ensuring all children have access to a book aligned to their stage of phonic development.
- Through the effective delivery of 'Sound Train', we ensure that all children at Brackenwood are given sufficient support to be able to become fluent readers.
- 'Sound Train' provides a structured route for most children to meet or exceed the expected standard in the year one phonics screening check
- All national curriculum expectations for word reading through decoding by the end of key stage 1 and the Year 1 Programme of Study for word reading are successfully taught through the delivery of 'Sound Train'
- 'Sound Train' also provides successful coverage of elements of the Literacy specific area within the new EYFS statutory framework
- Sound Train resources for word reading and spelling along with dictation resources ensure children quickly learn to read and write using phonics as their prime approach.
- Sound Train uses real photographs where possible for children to match or write about ensuring a clear understanding and expansion of vocabulary..
- 'Sound Train' is taught discreetly alongside 'Read to Write' and 'Steps to Read' which reinforce and practise the phonics and spelling curriculum ensuring a consistent and extensive approach to Literacy across the whole school.

Through this, all of our children will continue to have the best opportunities provided in order for them to become competent and confident readers and writers as well as allowing children's listening and speaking skills to develop. We successfully deliver a teaching programme that secures skills of decoding and word recognition enabling children at our school to read fluently with great enjoyment and pride.

Our high quality, daily phonics teaching ensures our children develop secure word reading skills allowing them to engage confidently with texts and identify themselves as 'readers' helping to support us in our 'Reading for Pleasure' culture.

## **INTENT**

### **Our phonics teaching will:**

- 1.** Enable children to hear sounds and pronounce them correctly.
- 2.** Teach children aural discrimination, phonemic awareness and rhyme to aid reading, writing and spelling development.
- 3.** Teach children to recognise the graphemes within words and associate them with the appropriate phoneme when reading.
- 4.** Enable children to learn that segmenting words into their phonemes for spelling is the reverse of blending phonemes into words for reading.
- 5.** Spell words accurately by combining the use of grapheme-phoneme correspondence knowledge as the prime approach for spelling words other than common exception words.
- 6.** Provide children with strategies to identify and decode common exception words in each year group.
- 7.** Ensure the teaching of phonics is well paced, interactive and investigative.
- 8.** Enable children to read and write independently utilising the well-resourced and carefully planned classroom environments and teaching aids.
- 9.** Allow children to use their phonic knowledge across the whole curriculum.
- 10.** Enable children to read confidently, fluently and with good understanding.
- 11.** Inspire and excite children to read.

## **IMPLEMENTATION**

At Brackenwood Infants, Phonics is taught throughout EYFS and into Key Stage One.

### ***Detailed below is a breakdown of Brackenwood Infants Phonics Programme and Teaching across EYFS and KS1.***

- Whole class phonics sessions are taught daily and will last for a minimum of 30 minutes, following the 5 part sequence of Revise, Teach, Practise, Apply, Assess.
- When children start school in F2, we use the 'Sound Train' characters and actions to ensure all of our children are using the correct phonemic sound.
- In Platform 2 the children will learn to recognise, form and use these sounds in simple consonant-vowel-consonant (CVC) words to begin to read and write simple words and captions.
- Common Exception words are taught alongside the phonics at each stage to build fluency. Children are taught to blend the decodable parts of Common Exception Words and identify the 'tricky' part.
- Through formative and summative assessments we identify the children who need extra phonic sessions to help them keep up with the programme expectations.
- In the summer term of F2, children begin a more formalised curriculum in preparation for Year 1 and extra daily 'Phonic Linked Provision' sessions activities are planned around a specific area of need or consolidation that has been identified through observation and assessment.
- Whilst we deliver phonics to the whole class, we utilise the skills and expertise of Teaching and Learning Assistants who work with small, specific groups who need additional keep up support or challenge.
- Teachers and Teaching and Learning Assistants regularly assess the children in all groups and converse with the teachers as frequently as possible so that all planning meets the needs of the children in each group, therefore ensuring all children are confidently progressing through the phonic phases.
- Teachers use formative assessment during daily observation of children during the phonic lessons and their application in cross curricular subjects. In addition half termly summative assessments are used to inform

teachers and subject leaders of the progress children are making. It also enables teachers to adapt the provision if necessary to ensure the needs of individual pupils are met.

- Targeted interventions, alongside high quality learning environments, ensure that no child is left behind.
- We strongly encourage parents to become involved in all aspects of learning and we successfully plan opportunities for parents to participate in specific 'phonics based workshops'. They can then develop their own understanding and skills, enabling them to support their child fully at home.

### **Key Stage 1**

*Children continue to use the Sound Train Phonic Programme in Year 1 to ensure consistency and fidelity to the programme.*

- The underlying aim of Year 1 is to ensure all children have completed Platforms 4 and 5 and are ready to begin Phase 6 upon entry into Year 2.
- All children are taught the alternative spellings (from platforms 2, 3 and 5) beginning with the long vowels.
- Within the 'teach and apply' parts of the session, children will be not only taught the new grapheme or spelling pattern but will also have the punctuation, grammar and handwriting reinforced that is appropriate for their English NC Programme of Study.
- Each child will have their own 'Phonics' book where they can practice and apply their phonics. This provides a valuable opportunity for teachers to be able to assess and address any issues in spelling, punctuation, grammar and handwriting.
- In each class is a 'platform appropriate', Phonics display, concentrating on both sounds and key words that the children are currently learning. Spelling banks are displayed on working walls for children to use in their independent work.
- Children are given plenty of practice in recognising 'Alien' or pseudo words, in readiness for the statutory 'Phonic Screening Check' and to give them the confidence to read any word.
- Those who do not meet the Phonic Screening Check pass mark will be given additional support and intervention programmes in Year Two, to provide them with sufficient knowledge and understanding to re-take the 'Phonics Screening Check' and obtain a pass mark.
- In Year 2, children move onto Phase 6 where they will work on spelling, learning more prefixes and suffixes, doubling and dropping of letters etc. They will continue to learn how to use and understand grammar within reading and writing.
- An extensive range of high quality resources including IT are used to underpin the curriculum.
- Home learning tasks and spellings are set where appropriate to link the curriculum with learning at home.
- Teachers and Teaching and Learning Assistants regularly assess the children in all groups and converse with the teachers as frequently as possible so that all planning meets the needs of the children in each group, therefore ensuring all children are confident before moving onto a new phonics phase.
- All Teachers use formative assessment during daily observation of children during the phonic lessons and their application in cross curricular subjects. Half termly summative assessments are used to inform them of the progress children are making. It also enables teachers to adapt the provision if necessary to ensure the needs of individual pupils are met.

### **IMPACT**

Through implementing the above

- Pupils will be confident in their phonic knowledge
- Pupils will be able to blend and segment words confidently
- Pupils pass the Phonics Screening Test
- Pupils are quickly identified for additional keep up phonic sessions to help maintain their phonic development
- Early identification of pupils who have specific barriers to their phonic development.
- Pupils learn to love reading through fun but challenging phonic activities
- A culture where a secure knowledge of phonic sounds enables reading for pleasure as part of our Reading curriculum

Throughout the teaching of Phonics at Brackenwood Infants, we are able to measure attainment using the Key Stage One national assessments, along with the information provided by the Phonics Screening check I Year One. However,

at Brackenwood Infants School, we believe that reading is the key to all learning and so the impact of our reading curriculum goes beyond and is embedded across the entire curriculum for our children.

Revised and adopted by the Governing Body .....Review Date.....  
Signed by CofG .....