

# GISBURN ROAD C.P. SCHOOL BARNOLDSWICK

## PHONICS POLICY



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# Phonics Policy



**At Gisburn Road our curriculum is all the planned activities that we organise in order to promote learning, personal growth and development.**

## **1. Subject Intent:**

At Gisburn Road School we embed phonics learning by teaching high quality, stimulating and active sessions in a systematic way, so all children develop a secure understanding of letters and sounds, enabling them to read with fluency and apply knowledge and skills to spell accurately within their writing across the curriculum.

## **2. Aims of phonics at Gisburn Road:**

Our aims in teaching phonics include the following:

- To teach children to blend to read and segment to spell.
- To teach children to read and write all 44 graphemes in the English language.
- To provide children with the skills to become fluent readers.
- To ensure that the teaching of phonics is energetic, interactive and engaging.
- To teach children strategies to help remember common exception words and key words, so that spelling and reading of these words becomes automatic.
- To encourage pupils to apply their phonic skills in all curriculum areas.
- To ensure all staff have an excellent subject knowledge through CPD training.

## **3. Teaching and Learning; Development of Skills and Knowledge:**

At Gisburn Road School, a high quality, systematic, synthetic phonics session is taught for at least 20 minutes each day. We follow the 'Red Rose Letters and Sounds' programme with fidelity. We strive to ensure phonics is delivered with a multi-sensory approach, encompassing simultaneous visual, auditory and kinaesthetic activities that are fun and engaging for all children. Children's attainment is continually assessed to ensure progression and targeted interventions are put in place to support each child's individual needs. Additionally, we ensure phonics is embedded as part of a broad and rich curriculum that provides children with opportunities to reinforce and apply their phonic knowledge and skills.

## Reading

Phonics skills are continually modelled, reinforced and embedded when children are engaging in shared reading, 1:1 reading or during guided reading sessions. All home and guided reading books are carefully selected to match the children's developing phonic knowledge, so that every child can experience success in their reading by using the skills they have so far been taught. Children are taught to sound out graphemes and blend them together from left to right. Once children are confident with taught phonemes they are encouraged to read words with those sounds with increasing fluency, rather than overt sounding out this is known as smooth reading.

## Common Exception Words

Children are taught high frequency words that do not conform completely to grapheme-phoneme correspondence rules; we call these 'tricky' words. These words have 4 red stars around them to remind the children they are 'trick' words. Children are specifically taught the 'tricky' part of the word and strategies to remember this. They are taught to apply their knowledge of these words in reading and writing. The words are taken from phases 2 to 5 of the Red Rose Letters and Sounds programme.

## Writing

When writing children are taught to segment phonemes and use their knowledge of graphemes to spell phonetically plausible words with independence. It is an expectation that common exception/ key words within that child's ability are spelt correctly from memory, incorrect spellings of these words are corrected and discussed during marking and feedback.

## **4. Implementation; How phonics is structured through our school:**

At Gisburn Road we follow the Red Rose Letters and Sounds programme to ensure a consistent system is followed, and that learning can be tracked and monitored within the systematic framework. All discreet phonics sessions are taught following the teaching sequence outlined below.

<b>Revisit/Review</b>	<ul style="list-style-type: none"> <li>Review previous phonemes/graphemes taught, tricky words and any sounds that need to be recapped to secure learning.</li> </ul>
<b>Teach</b>	<ul style="list-style-type: none"> <li>Explicitly teach a new phoneme and associated grapheme through the sequence 'hear it- say it, hear it- see it, see it - write it'</li> <li>Teach blending and/or segmentation with the newly taught phoneme/grapheme.</li> <li>Teach one tricky word highlighting the 'tricky part' of the word and strategies to remember this.</li> </ul>
<b>Practise</b>	<ul style="list-style-type: none"> <li>Engage the children in active learning giving them the opportunity to practise the phoneme/ grapheme taught.</li> </ul>
<b>Apply</b>	<ul style="list-style-type: none"> <li>Allow the children to apply their phonics learning by listening to, reading or writing sentences where the new phoneme/grapheme is put into a real-life context.</li> </ul>

The trajectory expectations for the different year groups are outlined below from the Red Rose Letters and Sounds Programme.

### Red Rose Letters and Sounds Trajectory Expectations for Reception

Autumn 1 Phase 2 GPCs	Tricky Words and High Frequency Words	Overview
Consolidate Phase 1 s a t p i n m d g o c k s pronounced /z/	High Frequency Words as is us his has linked to s pronounced /z/  the	Teach 12 GPCs Teach 1 Tricky Word
Autumn 2 Phase 2 GPCs	Tricky Words	Overview
ck e u r h b f f l ll ss Consolidate Phase 2	I to go no into	Teach 11 GPCs Teach 5 Tricky Words
Spring 1 Phase 3 GPCs	Tricky Words	Overview
j v w x y z/zz qu ch sh th/th ng Consolidate as required	he she we be me was my you they	Teach 13 GPCs Teach 9 Tricky Words
Spring 2 Phase 3 GPCs	Tricky Words	Overview
ai ee igh oa with two-syllable words oo/oo with two-syllable words ar or with two-syllable words Consolidate as required	her all are (Phase 3) like (Phase 4) said when (Phase 4) have one (Phase 4)	Teach 8 GPCs Teach 8 Tricky Words
Summer 1 Phase 3 GPCs	Phase 4	Tricky Words
Phase 3 ur ow oi ear (Including pseudo words) air ure er (Including pseudo words) Consolidate Phase 3 Phase 4 CVCC & CCV	come do (Phase 4) so were (Phase 4) some there (Phase 4) out little what (Phase 4)  Consolidate said so have like (Phase 4)	Teach 7 GPCs Teach 9 Tricky Words  Teach CCVC & CCV Consolidate Phase 3/4 Tricky Words as required
Summer 2 Phase 4	Tricky Words	Overview
CCVC & CCVCC CCCVC & CCCVCC Polysyllabic words containing Phase 2 and 3 graphemes with adjacent consonants.	Consolidate said so have like some come were there little do one when out what Teach it's	Teach CCVC & CCVCC CCCVC & CCCVCC Polysyllabic words containing Phase 2 and 3 graphemes with adjacent consonants. Consolidate Phase 3/4 Tricky Words as required

## Red Rose Letters and Sounds Trajectory Expectations for Year 1

<b>Autumn 1 Revisit Phase 4</b>	<b>Tricky Words and High Frequency Words</b>	<b>Overview</b>
<b>Phase 5 Further Graphemes for Reading and Writing</b> Revisit Phase 4 CVCC & CCV CCVC & CCVCC CCVC & CCCVCC Polysyllabic words containing Phase 2 and 3 graphemes with adjacent consonants.  <b>Phase 5 Further Graphemes for Reading and Writing</b> ay (day) ou (about) ie (tie) ea (eat) oy (enjoy) ir (girl) ue (blue) ue /y(oo)/ (cue) aw (claw) wh (which) ph (dolphin) ew (flew) ew /y(oo)/ (stew)	Revisit said so have like some come were there little do one when out what it's  Mr Mrs people looked called asked oh their could	Revisit CVCC & CCV CCVC & CCVCC CCVC & CCCVCC Polysyllabic words containing Phase 2 and 3 graphemes with adjacent consonants. Revisit 15 Tricky Words  Teach 13 GPCs Teach 9 Tricky Words
<b>Autumn 2</b>	<b>Tricky Words and High Frequency Words</b>	<b>Overview</b>
<b>Phase 5 Further Graphemes for Reading and Writing</b> <b>Phase 5 Alternative Pronunciations for Graphemes</b> <b>Phase 5 Further Graphemes for Reading and Writing</b> oe (toe) au (Paul) a-e (made) e-e (swede) i-e (time) o-e (stone) u-e (flute) u-e /y(oo)/ (cube)  <b>Phase 5 Alternative Pronunciations for Graphemes</b> i (find) o (both) o (other) c (cell) g (ginger) u (music) ow (snow) ie (chief) ea (bread) er (fern) ch (school) ch (chef) a (want) a (acorn) e (remind) y (try) y (baby) ou (group) ou (touch)	Tricky Words water where who High Frequency Words again thought through  work mouse many laughed because different any eyes friends once please	Teach 27 GPCs Teach 3 Tricky Words Teach 14 High Frequency Words
<b>Spring 1 Phase 5 Alternative Spellings for Phonemes</b>	<b>High Frequency Words</b>	<b>Overview</b>
/ee/ ee (street) ea (cream) ie (field) e-e (swede) y (baby) e (remind) ey (key) /oo/ oo (spoon) ew (flew) u-e (flute) /y(oo)/ (cute) ue (blue) /y(oo)/ (rescue) ui (fruit) /ai/ ai (train) ay (day) a-e (made) a (acorn) ey (grey) eigh (neigh) ea (steak) /igh/ igh (flight) ie (tie) i-e (time) y (try) i (find)	I'm I'll let's small great before jumped stopped pulled gone we're Consolidate as required	Teach and Consolidate 26 GPCs Teach 11 High Frequency Words
<b>Spring 2 Phase 5 Alternative Spellings for Phonemes</b>	<b>Tricky Words and High Frequency Words</b>	<b>Overview</b>
/oa/ oa (float) ow (snow) oe (toe) o-e (stone) o (both) ol (cold) oul (shoulder) /ow/ ow (cow) ou (about) ough (plough) /oi/ oi (coin) oy (boy) /ar/ ar (farm) a (father) al (half) /u/ u (cup) oo (good) oul (could) /or/ or (fork) aw (claw) au (Paul) oor (door) ore (more) al (walk) our (four) oar (oar) augh (caught) ough (thought) /ur/ ur (fur) ir (girl) er (germ) or (work) ear (learn)	Identify tricky words and high frequency words to revisit as required.	Teach and Consolidate 33 GPCs Revise/re-teach tricky words and high frequency words from above as needed.
<b>Summer 1 Phase 5 Alternative Spellings for Phonemes</b>	<b>Tricky Words and High Frequency Words</b>	<b>Overview</b>
/ear/ ear (clear) eer (cheer) ere (here) /air/ air (chair) ear (bear) are (care) ere (where) /l/ le (uncle) al (medal) /z/ se (cheese) ze (freeze) /zh/ s (usual) si (vision)	Identify tricky words and high frequency words to revisit as required.	Teach and Consolidate 13 GPCs Revise/re-teach tricky words and high frequency words from above as needed.
<b>Summer 2 Phase 5 Phase 5 Alternative Spellings for Phonemes</b>	<b>Tricky Words and High Frequency Words</b>	<b>Overview</b>
<b>Y1 Phonics Screening Check</b> /n/ kn (knee) gn (sign) /r/ wr (wrist) /j/ g (magic) ge (large) dge (fridge) /s/ c (place) /s/ se (house) ce (pence) sc (scent) st (listen) /sh/ ch (chef) ti (action) ssi (mission) si (mansion) ci (special) s (sugar) ss (tissue) ce (ocean) /m/ mb (thumb) /v/ ve (love) /ch/ tch (catch) ture (picture)	Identify tricky words and high frequency words to revisit as required.	Teach and Consolidate 23 GPCs Revise/re-teach tricky words and high frequency words from above as needed.

At Gisburn Road we have a progression of skills for our phonics teaching which are in the table below.

Progression of Skills		
Pre School	Phase 1	Pupils will be taught to: <ul style="list-style-type: none"> <li>Develop speaking and listening skills.</li> <li>Developing language and vocabulary.</li> <li>Explore environmental sounds, instrumental sounds, body percussion, rhythm and rhyme, alliteration, voice sounds, oral blending and segmenting.</li> <li>Develop curiosity about letters and sounds through classroom phonics areas.</li> <li>Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> <li>spot and suggest rhymes</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>- count or clap syllables in words</li> <li>- recognise words with the same initial sound, such as 'money and mother'</li> <li>- recognise the initial sound in words</li> </ul>
Reception	Phase 2,3 and 4	<p><i>Pupils will be taught:</i></p> <p><b>Phase 2:</b></p> <ul style="list-style-type: none"> <li>• 19 letters including their sound and name.</li> <li>• To segment and blend letters including VC and CVC words.</li> <li>• To read some tricky words (words which are not phonetically decodable).</li> <li>• To read two syllable words and simple captions.</li> </ul> <p><b>Phase 3:</b></p> <ul style="list-style-type: none"> <li>• Another 25 graphemes.</li> <li>• To use their blending and segmenting knowledge when reading and spelling.</li> <li>• To read additional tricky words and they will begin to learn how to spell these.</li> </ul> <p><b>Phase 4:</b></p> <ul style="list-style-type: none"> <li>• Pupils will be given the opportunity to consolidate their knowledge of graphemes, segmenting and blending.</li> <li>• They will be focused on reading and spelling words with adjacent consonants and polysyllabic words.</li> </ul> <p><i>Handwriting and letter formation will be taught daily and pupils will be provided with writing opportunities while accessing Continuous Provision using the 'Patters' from the Red Rose Letters and Sounds Programme.</i></p>
Year 1	Revisit Phase 4 and teach Phase 5	<p><i>Pupils will be taught:</i></p> <p><b>Phase 4:</b></p> <ul style="list-style-type: none"> <li>• Pupils will be given the opportunity to consolidate their knowledge of graphemes, segmenting and blending. They will be focused on reading and spelling words with adjacent consonants and polysyllabic words.</li> </ul> <p><b>Phase 5:</b></p> <ul style="list-style-type: none"> <li>• New graphemes and alternative pronunciations for the graphemes they already know.</li> <li>• To select the correct grapheme to represent phonemes when spelling</li> </ul>
Year 2	Revisit Phase 5 and teach the no nonsense spelling programme	<p><i>Pupils will be taught:</i></p> <p><b>Revisit Phase 5:</b></p> <ul style="list-style-type: none"> <li>• New graphemes and alternative pronunciations for the graphemes they already know.</li> <li>• To select the correct grapheme to represent phonemes when spelling.</li> </ul> <p><b>No Nonsense Spelling Programme</b></p> <p>Spelling rules and conventions, including past tense, adding suffixes, strategies for spelling longer words and words with irregularities.</p>

## **Planning**

Teachers use the 'Red Rose Letters and Sounds Programme planning documents throughout phases 1, 2, 3, 4 and 5. All teachers follow the Red Rose Letters and Sounds phonics teaching sequence which is planned for daily. Lessons are adapted by the teachers to meet the individual needs of their children. In Year 2, Phase 5 is consolidated before spelling is taught following the Red Rose spelling programme.

## **Grouping and Differentiation**

We strive to make phonics accessible for all groups of learners through careful planning which accommodates different learning styles including, multi-sensory, visual, auditory and kinaesthetic. We aim for all children to reach their full potential and phonics is taught as a whole class approach. Children may then access intervention groups for further teaching of phonics.

## **5. Staffing:**

The teachers and teaching assistants in each class are responsible for delivering phonics sessions. We are fully committed to ensuring that all our staff have access to high quality, up to date training to ensure that teaching and learning is of a high quality.

## **6. Assessment and Recording:**

Assessment for learning will take place continually throughout phonics lessons and planning and teaching is adapted accordingly. Formal assessments will take place every term checking the children's understanding of grapheme to phoneme correspondence, the ability to blend real and pseudo words, the reading and spelling of tricky word and any evidence of the application of these skills in the child's reading or writing. This information is collated and children's progress is monitored using Phonics Tracker. The phonics lead will assess this data half termly and identify any pupils requiring additional intervention and support. These tracking sheets are to be passed onto the new class teacher at the end of each academic year. Learning and reporting meetings are held with parents every term and report children's progression in phonics.

## **National Phonic Screening**

All pupils in Year 1 will participate in the national phonics screening assessment during the summer term. This is used to assess children's attainment in phonics and to aid future teaching and learning. Children are expected to sound out and blend graphemes to read simple words (both real and pseudo). Children's phonics screening scores are then reported to parents at the end of the academic year. Children who have not reached the threshold level of the year 1 phonics reading check will receive targeted interventions through the 'fast track phonics programme' to support their progress with the aim of them passing the phonic reading check when they are re-tested in year 2.

## **8. Impact:**

The impact our curriculum is measured in many ways;

- Subject leader monitoring
- Termly Governors reports, reporting termly subject impact
- Pupils workbooks
- Pupil voice
- Parental voice through questionnaires and workshops
- Learning walks
- Teaching and Learning Days
- Displays and learning environments around school

## **9. Cross-Curricular Links:**

Phonics is embedded across all areas of the curriculum. Phonics knowledge and skills are continually reinforced and referred to in all subject areas when teaching and learning. Resources and displays in each classroom support the children in applying phonics to reading and writing.

## **10. The role of the subject co-ordinator:**

- To take the lead in the policy development and the production of schemes of work to ensure progression and continuity in teaching.
- To support colleagues in the development of their planning and assessment.
- To monitor, evaluate and review the phonics curriculum throughout the school and advise the senior management team of action needed.
- To take responsibility for the purchase and organisation on central resources for phonics.
- To keep up-to-date with developments in phonics and share information with colleagues.
- To be responsible for the school portfolio with evidence of phonics.