



Nevill Road Junior School Phonics Policy 2021-2022

At Nevill Road Junior School, we are committed to building on the teaching and learning of phonics to further close gaps and ensure our children become fluent, confident readers and writers.

Intent

Why do we teach this? Why do we teach this is the way we do?

“Evidence shows that teaching phonics is the best way to teach children to read, e.g. the EEF considers phonics to be one of the most secure and best-evidenced areas of pedagogy, recommending all schools use a systematic approach to teaching it.” (The reading framework, July 2021)

“Because our writing system is alphabetic, beginner readers must be taught how the letters of the alphabet, singly or in combination, represent the sounds of spoken language (lettersound correspondences) and how to blend (synthesise) the sounds to read words, and break up (segment) the sounds in words to spell. They must learn to process all the letters in words and ‘read words in and out of text’. Phonic work should teach these skills and knowledge in a well defined and systematic sequence.” (Independent review of the teaching of early reading, Jim Rose, 2006)

At Nevill Road Junior School we are committed to ensuring all of our pupils are supported with both reading and writing. We value reading and writing as a key life skill, and are dedicated to enabling our pupils to become lifelong readers and writers. We have the same high expectations for all learners, including those with SEND in Phonics. Our approach to teaching phonics is through using a systematic approach. Our Phonics scheme builds on what they have already learned from the Infant School to ensure continuity and closing the gaps further.

We aim for all pupils to:

- become confident, fluent readers using skills such as segmenting, blending and word recognition skills.

- build upon the key skills and knowledge that the children have learnt at the Infants School in order for all children to access the National Curriculum.

- apply their phonic knowledge to reading and writing.

Implementation

What do we teach? What does it look like?

At Nevill Road Junior School we have adopted the validated Phonics International programme (April 2021) which takes into account the age range of our children who continue to need phonics support.

In depth transition meetings take place each summer to discuss the needs of pupils transitioning from the Infant school to the Junior school. Once the children are in Year 3, the teachers assess the pupils' needs in reading and writing. Pupils are identified for targeted, discrete phonics sessions which are delivered by fully trained staff members at least 3 times per week. These sessions are small group sessions which are:

- Systematic
- Discrete
- Interactive
- Practical
- Engaging
- Multi-sensory
- Differentiated

The design of the Phonics International programme takes account of international research on reading instruction and leading-edge practice. The programme is systematic, comprehensive and also innovative - informed by years of teaching and teacher-training experience. The basis of the programme is to teach the letter/s-sound correspondence knowledge (letters, letter groups and sounds) of the English Alphabetic Code (**See Appendix A**) and how to put this code knowledge to use applying the three skills of:

- 1) all-through-the-word 'sounding out' and blending for reading (synthesising);
- 2) segmenting for spelling (splitting up spoken words into their smallest constituent sounds and knowing which letters or letter groups are code for the identified sounds);
- 3) handwriting the letter shapes correctly.

The ultimate aims of the programme include learners gaining an enriched vocabulary and developing their comprehension in the process of learning to read, spell and write in the English language. Learners also benefit from building-up specific spelling word banks into their long term memory for writing purposes.

“To teach word reading and spelling successfully, teachers need to understand the principles underpinning the teaching of word reading (decoding) and spelling (encoding). This should include understanding how the alphabetic code.”(The reading Framework, July 2021)

The alphabetic code all readers should be taught four skills:

- grapheme–phoneme correspondences (that is, the alphabetic code) in a clearly defined, incremental sequence
- to synthesise (blend) phonemes (sounds) in order all through a word to read it
- to segment words into their constituent phonemes for spelling
- that blending and segmenting are reversible processes.

English represents the sounds of the language and uses an alphabet to do this. It is generally accepted that English has 44 sounds (although this number varies slightly, depending on regional accents). The way the 26 letters of the alphabet are used in English (singly or in combination) to represent the 44 sounds is referred to as the alphabetic code. In the alphabetic code in English:

- a single phoneme can be represented (spelt) in different ways, using one, two, three or four letters. For example, the sound /aw/ can be represented as 'or', 'saw', 'haul', 'lore', 'fraught' and 'sought'
- one grapheme (that is, a letter or combination of letters) can represent different sounds. For example, the digraph (two letters) 'ow' sounds different in 'crowd' and in 'low'; the four letters combined in 'ough' are pronounced 6 differently in 'through', 'rough' and 'bough'; the letter 'c' represents a /s/ sound at the beginning of 'circus' and a /k/ sound in the middle, and so on. The lack of a one-to-one correspondence between a sound and a letter in English is frequently used as an argument against using phonics in teaching reading (and spelling). Therefore it is important to up-skill all the children and provide them with opportunities to practise the reading and spelling of these words. The sounds are not taught in alphabetical order, but in order of usefulness, so that children can start to read and spell simple words as swiftly as possible. There are also phonically irregular words, which we refer to as 'common exception words' such as 'the', 'some' or 'once' that are taught throughout the different phrases.

The teaching and learning cycle follows the structure of review and revisit, teach, practise and apply and extend consolidating phonic knowledge and skills over time. This approach also allows pupils to be able to apply them in context.

We plan clear, engaging lessons using the units provided from Phonics International. **(see Appendix B)**

Each pupil who has been identified is provided with a phonics booklet which they are able to use in lessons and at home.

Pupils are assessed within lessons using a range of strategies and summative assessments are made each term to ensure pupils continue to make progress and gaps can be further identified.

Impact

What will it look like by the time children leave school and at the end of each academic year?

Pupils will develop and build on a further understanding of the alphabetic code.

Pupils of all abilities will be able to succeed in all reading and writing lessons.

Pupils will have a good knowledge of how to segment and blend words and recognise statutory words.

Pupils will be able to become much more independent when reading and writing.

Parents and carers will have an understanding of what their child is being taught in phonics with the home-school phonics folders.

Pupils will build confidence and become much more fluent readers and writers.