

 Alfred Street Junior School	Page 1 of 10
Phonics Policy	Issued: November 22
Author Craig Butler	Review date: November 24
APPROVAL BY	STANDARDS COMMITTEE

Phonics Policy

Table of Contents

1. Vision.....	1
2. Roles and Responsibilities.....	2
3. Planning.....	2
4. Teaching and Learning.....	2
5. Assessment and Recording.....	3
6. Resources.....	4
7. Parents and carers.....	4
8. References.....	5
9. Safeguarding.....	5
Appendix 1. Expected ‘milestones’.....	6
Appendix 2. Communal language for phonics.....	8
Appendix 3. Phonics Information for Parents.....	9

Please note: this policy runs in conjunction with the Alfred Street Junior School policies for the teaching of Reading [1], Writing [2] and English [3], and Inclusion [4], Equality [5] and Safeguarding [6] policies.

1. Vision

Our vision is that all children will be confident and fluent readers and writers. High quality systematic teaching of phonics is the key to developing independent readers and is given the highest priority at Alfred Street Junior School. **Systematic synthetic phonics has proven effectiveness and is followed with rigour and fidelity; children are taught consistently to use phonics as the route to reading and writing** by developing learners’ phonemic awareness. Our aim is to systematically teach learners, who still cannot decode words, the relationship between these sounds and the written spelling patterns, or graphemes, which represent them. Phonics comprises the skills of ‘decoding’ to blend sounds to read words, along with ‘**encoding**’ which is using sounds to spell words. Our aim is to ensure children fully grasp the knowledge and skills of blending to read and segment to spell.

A ‘can-do’ attitude permeates everything with full expectation that all children will attain or exceed expected standards

- Our expectations are positive and high for all children regardless of background.
- There is confidence that teaching the programme will ensure success.
- Our pupils are continually praised and encouraged.
- Small-steps success is built in and celebrated.

Our catch-up phonics follows the guidance from ‘Fundamentals of effective Systematic Synthetic Phonics practice’ (DfE June 2019) [7]. See also Sounds Write [8]

2. Roles and Responsibilities

The Phonics lead:

- regularly monitors the assessment of all pupils still requiring phonics interventions and designates pupils to the correct groups
- regularly tracks children’s progress and analyses data to identify progress rates, gaps, and next steps.
- assigns Sounds Write trained teachers to groups following every assessment period, ensuring all children’s needs are met and learning gaps are accelerated.
- monitors the quality of teaching and learning of Sounds Write groups through systematic ‘drop-ins’ to ensure quality, consistency and continuity of teaching are all of high quality
- provides effective feedback, advice and support to relevant staff to ensure pupils make rapid progress
- provides coaching, mentoring, training and regular updates with staff and where necessary, models lessons
- pro-actively keeps up to date with Sounds Write external training and disseminates information back to staff
- is responsible for reporting to the Head teacher and governors about the quality of the implementation of phonics teaching through Sounds Write and the impact on standards
- organises smaller intervention groups for children not making expected progress
- facilitates regular meetings to review progress rates, organisation and learning needs
- swiftly identifies all children in the school in danger of falling behind, or who are working under expected levels (lower 20%), and provides effective additional support to enable them to keep up

3. Planning

Planning follows the Sounds Write scheme of work, which is set out in the ‘Sounds-Write: A Linguistic Phonic Programme’ handbook. A copy of the Handbook can be located with the Phonics lead and all staff having received the training. Phonics ‘milestones’ are located on the whole school Phonics tracker, which is located on the school’s shared drive. **Please refer to [Appendix 1](#) for expected ‘milestones’.**

4. Teaching and Learning

Phonics is taught five times per week for thirty-five minutes per session. In addition to this, Phonics interventions are taught at least two afternoons per week for fifteen minutes to

those pupils who have been identified as working significantly below national expectations and who require additional intervention in order to make expected progress. Every phonics teacher has been trained to deliver Sounds Write. 'Pure' sounds are encouraged at all times to ensure the accurate segmenting and blending of words. When teaching Phonics, Staff use the communal language of Sounds Write in order to ensure there is consistency across the school. **Please refer to [Appendix 2](#) for communal language used.** Sufficient time and priority is given to fully implement the programme and ensure the pace of the programme is maintained.

Our teaching includes:

- grapheme/phoneme (letter/sound) correspondences (the alphabetic principle) in a clearly defined, incremental sequence
- a defined 'Initial Code' of consonants and vowels, enabling children, early on, to read and spell many simple Consonant, Vowel, Consonant (CVC) words
- highly important skill of blending (synthesising) phonemes, in order, all through a word to read it
- the application of the skills of segmenting words into their constituent phonemes to spell; and understanding that blending and segmenting are reversible processes
- the introduction of a defined initial group of consonants and vowels, enabling children, early on, to read and spell many simple CVC words
- the knowledge that phonemes should be blended, in order, from left to right, 'all through the word' for reading
- demonstrations of how words can be segmented into their constituent phonemes for spelling and that this is the reverse of blending
- multi-sensory activities, which are interesting and engaging but firmly focused on intensifying the learning, associated with its phonic goal

Children practise early reading with fully decodable Sounds Write books that:

- are matched to phonic knowledge and which do not require use of alternative strategies
- are closely matched to the Sounds Write programme
- are fully decodable at child's current level and do not simply practise phoneme(s) most recently taught
- are not mixed with non-decodable books for independent reading practice
- are continued in progressive sequence until a child can confidently decode words involving most common grapheme representations of all phonemes
- in addition, pupils regularly take home a book from the reading shelf (that closely matches the phonemes that have recently been taught) in order to reinforce their learning at home.

5. Assessment and Recording

The Phonics teacher assesses children formatively throughout every lesson. When working on the 'Initial Code', the teacher assesses how children:

- Can build words (Lesson 1)
- Can complete symbol searches (Lesson 2)
- Can Sound Swap (Lesson 3)
- Can read and spell words (Lesson 4)
- Can copy dictated sentences (Lesson 4a)
- Can segment and blend two letters eg sh, ch, th, ff, ll, ng, wh (Lesson 5)

When working on the 'Extended Code', the teacher assesses how children:

- Identify sounds that can be represented by more than one spelling (Lesson 6)
- Identify spellings that can be represented by more than one sound (Lesson 7)
- Sort and categorise words with a given sound (Lesson 8)
- Identify sounds within a passage of text (Lesson 9)
- Link spellings to sounds (Lesson 10)

The Phonics lead informs staff when to carry out assessments in order to regroup the children but this usually takes place every 6 – 8 weeks. In addition to this, pupils are assessed using one of the statutory Year 1 Phonics assessments. All assessment data is tracked on the Phonics tracking document.

6. Resources

Key resources are contained within the Sounds Write Handbook and include:

- word lists for teaching the initial code
- word lists for teaching the extended code
- word lists for teaching polysyllabic words
- lesson Plans
- phonic flash cards
- texts to support the sounds being studied
- fiction and non-fiction graded reading books (located in the year 3 intervention room)
- Word lists broken up into syllables
- Sounds Write Handbook, including planning

7. Parents and carers

The involvement of parents and carers is crucial.

Discussions are conducted: the child's starting points, next steps and how to support at home are shared during Parents' Evening in the autumn term at and throughout the year.

At the beginning of each academic year, all parents and carers are provided with a leaflet, which offers information on:

- what phonics means and why it is important
- the definitions of phonics related language
- how to support their child at home
- a list of the 44 phonemes and the sequence that they are taught in

Please refer to [Appendix 3](#) for 'Phonics information for parents' leaflet.

Phonic videos of pronouncing 'pure' sounds are also shared via the school website. Phonic, reading and spelling achievement is celebrated throughout through nominating pupils for Celebration Assembly, Alfo Awards and Class Dojos.

Phonic homework pack and cards may be provided if agreed with parents and carers and Phonics lead.

8. References

- [1] Alfred Street Junior School, "Reading Policy," 2020.
- [2] Alfred Street Junior School, "Writing Policy," 2020.
- [3] Alfred Street Junior School, "English Policy".
- [4] Alfred Street Junior School, "Inclusion Policy including SEND".
- [5] Alfred Street Junior School, "Equality Policy," 2018.
- [6] Alfred Street Junior School, "Child Protection and Safeguarding Policy".
- [7] DfE, "Fundamentals of effective Systematic Synthetic Phonics practice," 2019. [Online]. Available: <https://docslib.org/doc/2430614/fundamentals-of-effective-systematic-synthetic-phonics-practice>. [Accessed 1 Nov 2022].
- [8] Sounds Write, "Sounds-Write," [Online]. Available: <https://www.sounds-write.co.uk/>. [Accessed 7 November 2022].

9. Safeguarding

Safeguarding our children is our priority – see Child Protection and Safeguarding Policy [6]. All concerns must be reported to our Designated Safeguarding leads:

ASJS: Mrs K O'Connor, Mr C Butler, Mrs S Smith

Appendix 1. Expected 'milestones'



ALFRED STREET JUNIOR SCHOOL BOOK BANDS

Pink (Sounds Write Initial Code)

Unit 1 – a i m s t Unit 6 – j w z

Unit 2 – n o p Unit 7 – x y ff ll ss zz

Unit 3 – b c g h

Unit 4 – d e f v

Unit 5 – k l r u

Red (Sounds Write Initial Code)

Unit 8 – VCC & CVCC words – ink, sink, lamp

Unit 9 – CCVC words – frog, crab, swim

Unit 10 – CCVCC words – drink, frost, crust
CVCCC words – banks, carts, bends
CCCVC words – strap, scrub, scrap

Unit 11 – sh ch C=Consonant V=Vowel

Yellow (Sounds Write Initial Code)

Unit 11 – th ck wh ng qu

Phonics Sc 12/40

By the end of Rec

Blue (Sounds Write Extended Code)

Unit 1 - Sound /ae/ first spellings ai, ay, ea, a_e

Unit 2 - Sound /ee/ first spellings e, ea, ee, e_

Unit 3 - Spelling /ae/ & /ee/

Unit 4 - Sound /oe/ first spellings o, oa, ow, oe, o_e

Unit 5 - Spelling /o/ & /oe/

Unit 6 - Sound /er/ first spellings er, ir, or, ur

Unit 7 - Sound /e/ e, ea, ai

Unit 8 - Sound /ow/ ou, ow

Unit 9 - Spelling /oe/ & /ow/

Year 1 Term 1

Green (Sounds Write Extended Code)

Unit 10 – Sound /oo/ (as in moon) oo, ew, ue, u_e, o

Unit 11 – Sound /ie/ i, ie, y, i_e, igh

Unit 12 – Sound /oo/ (as in book) oo, u, oul

Unit 13 – Spelling m/oo/n & b/oo/k

Unit 14 – Sound /u/ u, ou, o

Unit 15 – Spelling /ow/ /u/ m/oo/n

Phonics Sc 19/40

Year 1 Term 2

Orange (Sounds Write Extended Code)

Unit 16 - Sound /s/ s, ss, st, c, ce, se, sc

Unit 17 - Spelling /s/ /z/

Unit 18 - Sound /v/

Unit 19- Sound /or/ first spellings or, aw, a, ar, au, al

Unit 20 - Sound /air/ air, ear, are, ere, eir, aver, avor

Unit 21 - Sound /ue/ ue, ew, u, u_e

Unit 22 - Spelling m/oo/n & /ue/

Unit 23 - Sound /oy/ oi, oy

Unit 24 - Sound /ar/ ar, a, al, au

Unit 25 - Sound /o/ o, a

Unit 26 - Spelling /a/ /o/ /ae/ /ar/

Phonics Sc 25/40

End of Year 1

By the time children have worked their way through Orange books, children should be beginning to move away from segmenting and blending words; have a proficient understanding of alternative spellings of different sounds and beginning to read much more fluently.

Turquoise (Sounds Write Extended Code)

Turquoise books will include an increasing number of adjectives and more descriptive verbs. The number of pictures on each page will decrease, whereas the text amount will increase. Children will be reading much more fluently; 90 words per minute is a good indicator of when children start to read with sufficient fluency to focus on their understanding.

Unit 27 – Sound /æ/ a i ay ea a-e a ei ey eigh

Unit 28 - Spelling /d/ d dd ed

Unit 29 - Sound /ee/ e ee ea y ey ie i

Unit 30- Sound /y/ y i y

Unit 31 - Spelling /y/ y i ie ee

Unit 32 – Sound /oe/ oe o-e ow oa ou ough o

Unit 33 – Sound /n/ n nn ne gn kn

Unit 34 - Sound /er/ are r ir or ur ear our

Unit 35 - Sound /v/ v vv ve

Phonics 5c
35/40

Year 2
Term 1

Purple (Sounds Write Extended Code)

Purple books will start to have more longer sentences and a wider range of challenging vocabulary. A lot of Purple books will start to have shorter chapters to encourage a child's reading ability. Children will have encountered more of the high frequency words by this level.

Unit 36 - Sound /oo/ n oo ew u ue u-e ui ou ough

Unit 37 - Sound /j/ j g ge dge

Unit 38 - Sound /g/ g gg gh gu

Unit 39 - Spelling g/ j g

Unit 40- Sound /f/ f ff gh ph

Unit 41 - Spelling /gh/ f g

Year 2
Term 1

Gold (Sounds Write Extended Code)

Gold books have a much more sophisticated style of language and will try to challenge the reader. Children at this reading level will now be able to understand unusual text layouts, complex language and notice the variation between different characters. These books will usually have about 25 pages with 5 to 10 sentences per page.

Unit 42 – Sound /m/ m mm mb mn

Unit 43 – Sound /or/ or ore our augh ough

Unit 44 – Sound /h/ h wh

Unit 45 - Sound /k/ c k ck ch cc

Unit 46 - Sound /r/ r rr rh wr

Unit 47 - Sound /t/ t tt bt tee

Unit 48 - Sound /z/ z ze zz s s ss

Unit 49 – Sound /eer/ eer ere ear

Year 2
Term 3

Appendix 2. Communal language for phonics



Communal language for Sound's Write Phonics*

'I'm going to say the word Listen carefully to the sounds that make up the word

'What is the first sound you hear in.....'

'Which of these is the way we write

'On this sheet there is an m. I'm going to ask someone to find it. Try to find the m.'

'Say the sounds, read the word.'

'Say the sounds as you write the word.'

'We are going to change this word 'mat' into 'sat'. What do we need to change?'

'What sound do we need to put in/take out?'

'If this were 'bat', this would be a /b/. Is this /b/?'

'This is a spelling of /k/, but in this word you need this spelling of /k/'

'Two/three/four letters, one sound'

'Tell me the sounds you need to write.....'

'These are the sounds we need to spell/build the word

'What sound is this?'

'This is how we spell the /ae/ in rain.'

'Write on this line the way we spell /ae/ in play.'

**This list is not exhaustive but the language is similar across the lessons and units*

Appendix 3. Phonics Information for Parents

Phonics Information for Parents



What is phonics?

It's all about sounds! There are 44 sounds in the English language, which we put together to form words.

Phonics is one method of teaching that is used at Alfred Street Junior School to support children how to read and write.

Letters are symbols that represent sounds.

A sound may be spelled by 1, 2, 3, or 4 letters
E.g. dog, street, night, dough

The same sound can be spelled in more than one way 'One sound—different spellings'
E.g. rain, break, gate, stay

Many spellings can represent more than one sound 'One spelling—different sounds'
E.g. head, seat, break

These 'rules' are taught explicitly through our synthetic linguistic phonics programme (Sounds Write) and through spelling programmes



How you can help at home.

If your child is still completing the phonics programme, please refer to all sounds as 'pure' sounds. This will help your child to blend and segment sounds when reading and writing. For information on articulating 'pure' sounds correctly, please visit our website:

<https://alfredstreetjunior.org/index.php/parents/parent-support-for-learning>

Make yourself familiar with the the Initial Code sounds and the Extended Code sounds that we teach (see the pages in this booklet).

Playing games with the sounds in words can be good fun and will help your child to understand that everyday words are made up of sounds that we can pull these sounds in words apart: this, 'cat' can be separated into /c/ /a/ /t/; and we can put these sounds back together again to form recognisable words: thus, /c/ /a/ /t/ gives us 'cat'. Names often make useful examples to begin with: 'Jack' would be /j/ /a/ /k/ and Emily would be /e/ /m/ /i/ /l/ /ee/. If you are not sure, just close your eyes and say the sounds in a word to yourself.

When reading with your child, talk about the story, discuss the characters, predict what is going to happen next and so on. But when you come to words with two or more sounds, ask them to say the sounds and read the word.

Alphabet Code Knowledge

(The Common Spellings of English)

1: The Initial Code

/a/	/b/	/k/	/d/	/e/	/f/
cat	big	cup	dog	leg	fun
/g/	/h/	/i/	/j/	/k/	/l/
get	hen	pin	jug	kit	Leg
/m/	/n/	/o/	/p/	/r/	/s/
map	not	pop	pen	run	Sip
/t/	/u/	/v/	/w/	/k/s/	/y/
ten	bun	vet	wig	fox	yes
/z/	/sh/	/ch/	/th/	/ng/	/k/
zip	shed	chip	thin	sing	back
/w/	/k/w/	/t/	/l/	/s/	/z/
when	quit	sniff	fill	miss	buzz



SOUNDS - WRITE
First Rate Phonics

Alphabet Code Knowledge

(The Common Spellings of English)

2: The Extended Code (Vowels)

/ae/	David <u>cape</u> <u>train</u> <u>say</u> <u>steak</u> <u>vein</u> <u>grey</u> <u>straight</u> <u>eight</u>
/air/	<u>air</u> <u>stare</u> <u>bear</u> <u>where</u>
/ar/	<u>farm</u> <u>palm</u> <u>father</u> <u>laugh</u>
/e/	<u>tread</u> <u>friend</u> <u>said</u> <u>any</u>
/ee/	<u>he</u> <u>tree</u> <u>funny</u> <u>seat</u> <u>grief</u> <u>these</u> <u>key</u> <u>taxi</u> <u>ceiling</u>
/eer/	<u>cheer</u> <u>fear</u> <u>here</u>
/er/	<u>fern</u> <u>sir</u> <u>turn</u> <u>work</u> <u>earn</u> <u>vicar</u>
/i/	<u>gypsy</u> <u>English</u> <u>build</u>
/ie/	<u>icy</u> <u>pie</u> <u>nine</u> <u>sky</u> <u>night</u> <u>buy</u>
/o/	<u>want</u>
/oe/	<u>only</u> <u>toe</u> <u>home</u> <u>oak</u> <u>own</u> <u>soul</u> <u>though</u>
/or/	<u>for</u> <u>jaw</u> <u>more</u> <u>warn</u> <u>pour</u> <u>roar</u> <u>walk</u> <u>Paul</u> <u>caught</u> <u>bought</u> <u>water</u>
/oy/	<u>joy</u> <u>coin</u>
/ow/	<u>down</u> <u>house</u> <u>bough</u>
/u/	<u>young</u> <u>son</u> <u>blood</u>
b/oo/k	<u>look</u> <u>should</u> <u>put</u>
m/oo/n	<u>hoop</u> <u>to</u> <u>you</u> <u>blue</u> <u>fruit</u> <u>shoe</u> <u>ruin</u> <u>through</u> <u>chew</u> <u>brute</u>
/schwa/	<u>amuse</u> <u>the</u> <u>cushion</u> <u>upon</u>

Alphabet Code Knowledge

(The Common Spellings of English)

2: The Extended Code (Consonants)

/b/	<u>rubber</u>
/d/	<u>ladder</u> <u>giggled</u>
/f/	<u>photo</u> <u>tough</u>
/g/	<u>juggle</u> <u>ghost</u> <u>guest</u> <u>rogue</u>
/h/	<u>whole</u>
/j/	<u>gentle</u> <u>large</u> <u>fudge</u> <u>suggest</u>
/k/	<u>school</u> <u>queen</u> <u>account</u> <u>trekking</u> <u>acquire</u> <u>unique</u>
/ch/	<u>stitch</u>
/l/	<u>bottle</u> <u>panel</u> <u>plural</u> <u>pupil</u> <u>petrol</u>
/m/	<u>hammer</u> <u>comb</u> <u>hymn</u> <u>some</u>
/n/	<u>dinner</u> <u>knot</u> <u>sign</u> <u>gone</u>
/ng/	<u>blink</u>
/p/	<u>apple</u>
/r/	<u>write</u> <u>carrot</u> <u>rhyme</u>
/s/	<u>city</u> <u>choice</u> <u>loose</u> <u>scene</u> <u>castle</u>
/sh/	<u>chef</u> <u>issue</u> <u>action</u> <u>special</u> <u>passion</u>
/t/	<u>bitter</u> <u>doubt</u> <u>passed</u>
/th/	<u>them</u> <u>breathe</u>
/v/	<u>have</u> <u>revving</u>
/w/	<u>penguin</u>
/z/	<u>snooze</u> <u>is</u> <u>cheese</u> <u>possess</u>



SOUNDS - WRITE
First Rate Phonics

If you have any questions about what you should be doing, or you meet any unexpected difficulties, just ask your child's teacher. Good luck and enjoy working together with your child.

A full lexicon of English Spellings from Sounds-Write can be downloaded through the following link:

[https://www.sounds-write.co.uk/sites/soundswrite/uploads/files/49-sounds write english spellings lexicon.pdf](https://www.sounds-write.co.uk/sites/soundswrite/uploads/files/49-sounds%20write%20english%20spellings%20lexicon.pdf)

