



*Rosehill Infant and Nursery
School*

Phonics Policy

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At Rosehill Infant & Nursery School we have chosen to use a DfE validated complete systematic synthetic phonics (SSP) programme called 'Twinkl Phonics'.

Intent:

- To teach pupils auditory discrimination, phonemic and rhyme awareness in order to encourage good spelling.
- To encourage repetition and consolidation, so that spelling becomes automatic.
- To encourage pupils to segment and blend.
- To learn to read and write all 44 (graphemes) phonemes in the English language.
- To teach pupils specific strategies to help them remember tricky words.
- To ensure that the teaching of phonics is lively, interactive and investigative.
- To encourage pupils to apply their phonic skills in all curriculum areas.

The Twinkl Phonics Programme offers a coherently planned sequence of lessons that supports the effective teaching of phonics within EYFS and KS1.

Level 1 Twinkl Phonics provides themed teaching packs for nurseries and our preschool to deliver each of the DfE's Phase 1 phonics aspects. Throughout Level 1, young learners develop the knowledge, skills and understanding to discriminate between and use auditory, environmental and instrumental sounds. Level 1 is taught in the EYFS and runs throughout the teaching of phonics Levels 2-6.

In reception, children work within Levels 2-4. The total number of teaching weeks for Levels 2, 3 and 4 do not fill the whole academic year. This has been planned to allow for additional consolidation if required and assessment time. In Levels 2-4, learners are introduced to phonemes/sounds and graphemes/letters systematically. They also learn to develop and apply blending and segmenting skills for reading and writing.

In KS1, children work within Levels 5 and 6. The coherently planned sequence of lessons within Level 5 allows opportunities for children to apply their phonics knowledge and skills as the prime approach to reading and spelling. It focuses on phonetically decodable two-syllable and three-syllable words and the alternative ways of pronouncing and representing the long vowel phonemes. Furthermore, children will develop their ability to attempt to read and spell increasingly complex words. During Level 6, children explore spelling patterns and grammar while also developing a breadth of knowledge, skills and understanding in the recognition and spelling of common exception words.

The Twinkl Phonics Programme intends to not only provide children with opportunities to develop the knowledge, skills and understanding essential for reading and writing, but also, to develop each child's confidence, resilience and engagement in phonics lessons and a love for reading and writing.

Implementation: The Curriculum

The Twinkl Phonics Progression Map sets clear expectations for pupil's progress within the Twinkl Phonics Programme. The dynamic and engaging materials delivered in the daily planning packs within Levels 2-6 ensure a clearly defined structure to the teaching of phonics. The direct teacher-led lessons enable all learners to develop and apply new skills while also providing opportunities to further apply these skills within fun and engaging activities and through continuous provision. The teaching PowerPoints, stories, games, additional texts and toolkits are meticulously planned to allow children to apply and practise phonics skills. They also offer opportunities to challenge learners and provide support to teachers and parents.

Teacher guides for each stage are provided to allow teachers and adults working with children to feel confident in their own subject knowledge, knowing they are fulfilling the national phonics criteria and enabling each child to achieve their potential.

Nursery:

Pupils to access differentiated Phase one teaching through short guided groups daily and through continuous provision. All Nursery practitioners to segment and blend words regularly and to have a secure knowledge of the Twinkl Phonics programme. Aspects 1-7 links with delivery of communication and language using key texts. Sing rhymes, sound talk, alliterate.

Reception:

To teach Twinkl Phonics programme daily for 25 minutes from the pupil's start date. To differentiate the groups to ensure pupils are reaching their full potential and support given is appropriate. All pupils to have completed Phase 2 and 3 by the end of the year. If the children are secure with both Phases 2 and 3; then teach Phase 4.
Sing rhymes, sound talk.

Year One:

To teach Twinkl Phonics programme daily for 25 minutes. Whole class teaching where possible. TA to have LA/SEN for bespoke teaching. For all pupils to have completed Phase 4 and 5 by the end of the year.
During Autumn Term (Transition), review Phase 3 & 4 followed by Phase 5.
SEN/LA - teach according to needs Phase 1 or 2.
Children insecure in Phases 3 or 4 will receive boosters/intervention across lunchtime or afternoon sessions.

Year Two:

To teach Twinkl Phonics programme daily for 25 minutes. Whole class teaching where possible. TA to have LA/SEN for bespoke teaching. Regularly revisit the sounds and tricky words learnt throughout the SSP programme. Begin by refreshing Phase 5 (part 2) Move onto Phase 6. SEN/LA group work in appropriate phase.
Children who failed YR1 Screening Check will receive boosters/intervention across lunchtime or afternoon sessions, as they will retake the test during the Summer Term.

Non-Negotiables

Sing rhymes, sound talk

Read phonetically decodable books

Consistent use of terminology

Teacher & TA Phonics planning folders

- List of groups in each teaching folder
- Twinkl generic planning accessible on school server- annotate with change in activities assessment points etc.
- Planning sequence to be followed.
- All staff to complete Phonics Marking Feedback sheet once weekly.

All teachers and teaching assistants will use the Twinkl Phonics Programme to inform their planning.
All planning will be on the same planning format. This format includes the revisit/ review- teach- apply- assessment sections recommended by the SSP.

Early Years and Key Stage One classes stay in whole class groupings where appropriate. LA/SEN split into differentiated groups for bespoke phonics sessions if needed. All Teachers and Teaching Assistants to be in charge of own groups and all teaching, resourcing and assessment.

We will use the words 'phonemes' to describe 'sounds' and 'graphemes' to describe 'letters'. All technical terminology to be used throughout the teaching of Phonics.

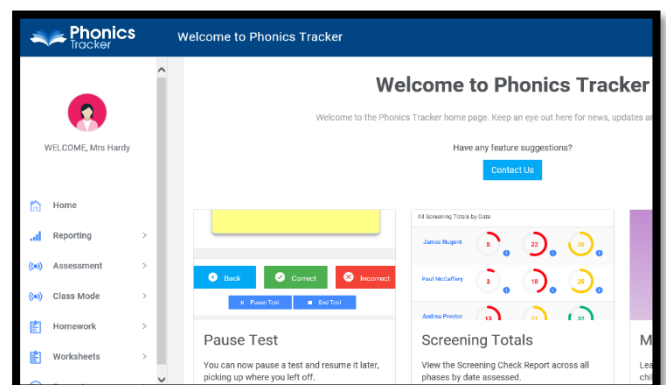
We will use a line (sound bar) to show diagraphs and trigraphs link letters to make the sound and draw a spot (sound button) under it. We will join split diagraphs with a line (Sound bar). (Refer to terminology document)

We endeavour to teach interactive and engaging lessons that encourage all children to participate in all aspects of the lesson. Careful thought will be given to the provision of appropriately structured lessons for pupils with SEN or for individual pupils who are not progressing through the phases.

Assessment and Reporting

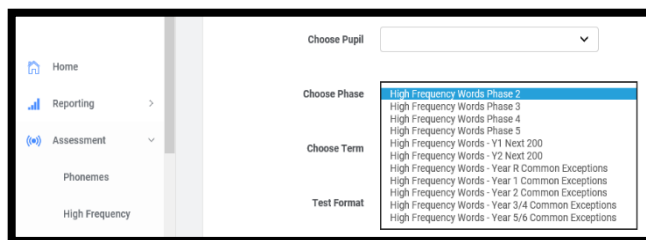
Opportunities for assessment will be identified in planning. At the end of each phase pupils will be assessed on their progress and put into groups accordingly. Pupils are assessed ½ termly using an electronic assessment tool called 'Phonics Tracker'.

The teachers will track the children on the school phonics tracker every half term.



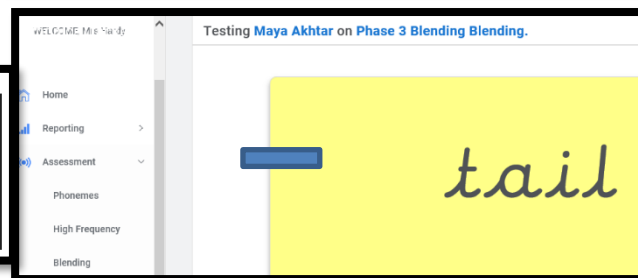
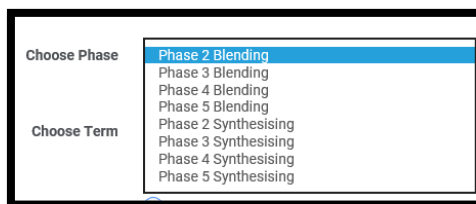
All year groups to complete Assessment-

- Agreed Phonics Practise **Screening Checks**
- **Phoneme** for the **Phase** working in (EYFS)
- **High Frequency Phase words**
- **High Frequency Common exception words** working on.



Booster and Interventions

- **Blending** to read words for **Phase** working in.

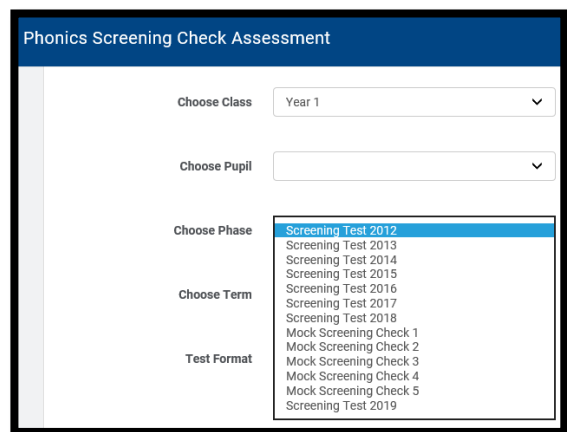


Do not restart a test each half term click the only show outstanding words/sounds option as this will reduce the testing time for each child each half term. You have the option to print the results for each child or set homework.

- Yr 1 to complete Screening Check each ½ term.
- Yr 2 retake children to complete Screening Check each ½ term
- Reception to complete the most recent Screening Check in the term Summer 2

National Phonic Screening

All pupils in Year One will be screened using the National Assessment materials in Summer Term in June. If the pupils in Year One fail the screening they will be retested when they are in Year Two. This data will be submitted to the Local Authority.





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Terms and Definitions

Term	Definition	Example
Phoneme	The smallest unit of sound in a word.	m-a-t (three phonemes) d-i-s-h (three phonemes)
Grapheme	A letter or sequence of letters that represent a phoneme (visual)	
Digraph	Two letters representing one phoneme	day (2 sound buttons) ● ●
Trigraph	Three letters representing one phoneme	night
Split digraph	Two letters representing one phoneme but split within a word.	bike made tune
Adjacent consonants	Two or more consonants next to each other in a word.	jump hand lost crib drip frog strap watch
Phonics	About sounds and how they are represented in letters.	
Alphabetic principles (code)	<ul style="list-style-type: none"> • Sounds (phonemes) are represented by letters. • A phoneme can be represented by one or more letters. • The same phoneme can be represented (spelled) in more than one way. • The same spelling can represent more than one sound. 	a, sh, tch cat, kennel, choir me, set
Syllable	Each beat in a word is a syllable. Words with only one beat are monosyllabic. Words with more than one beat are multisyllabic or polysyllabic	dog, loaf, bell beautiful, morning, flower
Segment	The ability to hear individual phonemes in a word.	f-i-sh kn-igh-t
Blend	The ability to merge individual phonemes together to pronounce a word.	
CVC word	A word in which the phonemes are a consonant phoneme, a vowel phoneme	pan, chip, mash, rain
CCVCC word	A word which is two consonants, vowel and two final consonants.	crisp
Tricky/Common Exception Words	Words that are not fully decodable	the was
Sound buttons	Circles or spots that can be written underneath a sound to support reading	r ai n (3 sound buttons) ● ● ●
Sound bars	Lines that can be written underneath digraphs or trigraphs to show that the letters make one sound	P ai n (1 sound bar under the digraph) ● — ● ●

Impact:

Our principal aim is to develop the pupil's phonological awareness, ability to segment and blend words and read tricky words on sight- to become fluent readers!

Our teaching at all levels should include:

*Teacher exposition

*Whole class, group and individual work

*Tricky word vocabulary/Spellings/Common Exception words

The impact of using Twinkl Phonics Programme (including lesson packs, display photos, weekly planning and parents notes), as the basis of our phonics teaching within EYFS and KS1, will be for children to develop their phonics skills and knowledge through a systematic, synthetic approach, while covering the statutory requirements outlined in the 2014 National Curriculum. The programme prepares children for the statutory year 1 phonics screening check.

Following the programme gives our School a consistent approach to phonics, which is clear to teaching staff and learners. Parental engagement is also developed further with the parent guidance sheets.