

# The Bliss Charity School

## Phonics Policy

### Mission Statement

The Bliss Charity School aims to provide a caring, secure and enriching experience; each child is encouraged to develop strong personal, academic, physical and creative skills for lifelong learning.

The Phonics policy is in place to ensure progression throughout Foundation and Key Stage One. The policy details the assessment, teaching, homework and differentiation that take place in each class.

### **Class R – Phonics**

#### Assessment

An initial baseline assessment is made in Term 1 to determine the children's initial recognition of letters, ability to blend sounds in words, recognise initial sounds in words and read common high frequency words. Other assessments of progress are made in January, April and June.

#### Teaching

Children are introduced to all Read Write Inc. speed set 1 letter sounds with particular focus on 2 letters per week in order to discuss related characters, words beginning with the letter sound and to practise the correct formation of the letter using corresponding Read Write Inc. handwriting sheets – m, a, s, d, t...

As soon as a child confidently recognises letter sounds and begins to blend them, staff support and scaffold learning by encouraging the reading and writing of 2, then 3 and 4 letter words, which progresses to sentence reading and writing (including the acknowledgement of capital letters at the start, finger spaces between words and full stops at the end of sentences).

Once the child can confidently blend sounds to read words, they begin the Read Write Inc. reading scheme books, starting with 'On the bus, My dog Ned, Six Fish,' etc. – the child reads with both their adult 'reading partner' in school as well as their parent at home and progress is recorded in their 'Reading Record' book.

When children can read and write simple sentences independently they begin guided group work in differentiated ability groups with the class teacher in order to share stories with peers, discuss information from books and in order to start to write creatively using the correct sentence structure.

Reading and writing opportunities are set-up through free-choice activities, which include the need to decode or write words in order to solve challenges (including some adult-led tasks) and resources are constantly available for children to read and write independently in all areas of the classroom and outside.

#### Homework

Homework relating to the 2 Read Write Inc. letters covered during the week is sent home to encourage parents to get their child to practise the correct formation at home as well as to inform them of the specific letters being covered in school. Ten high frequency words are sent home for the children to be able to recognise by then end of the year (I, the, my, you, said, your, are, be, he, no).

## Differentiation

More able children are introduced to speed set 2 sounds (and 3 if appropriate) and are encouraged to blend known sounds for reading and writing purposes.

## Activities

Free-choice activities to encourage independent consolidation and recordings of the sounds are set-up (ie: whiteboards & marker pens, writing in soil, shaving foam or sand, painting letters, using the computer to write letters, recognising letters in displays or books, etc.).

## **Class 1 – Phonics**

### Assessment

An initial baseline assessment is made in Term 1 to determine the children's initial recognition of letters, ability to blend sounds in words, recognise initial sounds in words and read common high frequency words. Other assessments of progress are made in January and June.

### Teaching

Children begin in Term 1 by recapping all Set 1 sounds. Children to then be introduced to a Set 2 and then Set 3 sound every two days. Children to revise the sounds by using flash cards every morning after registration for 10 mins. Children then practise writing the sounds on their individual whiteboards.

Children to have extended Phonics sessions twice a week. Children to practise all sounds taught to date and to consolidate their learning by identify new sounds in words. Children to then practise writing words using the new sounds, drawing in sound buttons, before sounding out and blending the words.

All children in Class 1 take part in the Read, Write Inc program for their daily Literacy hour. The focus on the first lesson is reading. Children practise all sounds taught to date as well as sounding out green words and red words, before reading and discussing the text. Over the following two lessons, the children practise writing sentences based around the focus text. The children are encouraged to use their phonetical ability to support them in sounding out and spelling words.

The children also take part in daily 15 minutes handwriting sessions. The children practise writing words containing Set 1 and 2 sounds.

### Differentiation/Intervention

The children are split into two ability groups for the Read, Write Inc program. One group is supported by the Teacher and the other group is supported by the Teaching Assistant. The Teacher and Teaching Assistant alternate groups weekly.

Children who are identified as having difficulty with learning their phonemes are identified by the teacher and are provided with extra support with a teaching assistant during the daily phonics session after registration.

### Homework

Spellings linked to the Read, Write Inc program are sent home every week and are tested on a Monday. The number of spellings is dependent on how difficult the words are to be sounded out and spelt.

## Class 2 - Phonics

### Assessment

An initial baseline assessment is made in Term 1 to determine the children's initial recognition of all set 1, 2 and 3 sounds, ability to blend sounds in words and to read common high frequency words. Other assessments of progress are made in Oct, Feb, Jun ( SATs in June) .

### Teaching

Daily revision of Speed Sounds Set 2 and 3 on flashcards takes place in Class 2.

For the first 15 minutes of the day, a sound is shown on the whiteboard and pictures with that sound in shown around the outside. Children are to write these words and to put the sound buttons on them. They also have 2 red words each day to read, cover, write and check. If they have written each word with the focus sound, they are to compose a sentence with one of the words included.

The children have 15 minutes of phonics group work after playtime 5 times a week. The children rotate through the following activities:

1. Reading the Read Write Inc book with the teacher
2. Reading the same Read Write Inc book with the teaching assistant
3. Handwriting practice
4. Practicing their writing target
5. Quiet reading

By the end of the week, the children will have done 2 group reads with an adult and had one writing session and one target practice session.

### Differentiation/Intervention

The Low Ability (LA) children in the class work with the teacher or teaching assistant 4 times a week on the Get Writing booklet that goes with the reading book that they read during phonics sessions. This is dependent on the ability of the cohort and their needs.

### Spellings

Up until Christmas, the children will take high frequency words home for spellings, including the red words.

After Christmas, the children will participate in daily phonics spelling program. This will happen for 15 minutes per day and will be reinforced by associated spellings being learnt at home, e.g. all the ways of spelling ay, a-e, a, ai and eigh.