



Langham Village School Phonics Policy

At Langham Village School, in accordance with the current Government Validation Notice – [Validation of systematic synthetic phonics programmes: supporting documentation - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/validation-notice-for-schools) and review of Phonics provision, we have chosen to use The ORT Floppy's Phonics systematic synthetic phonics programme which provides the school with the structure and resources we need to deliver effective synthetic phonics teaching to all children, as well as enriching vocabulary and language comprehension.

Floppy's Phonics is in line with the Systematic Synthetic Phonics (SSP) teaching principles described in the 'English programmes of study: key stages 1 and 2 – National curriculum in England'

At Langham Village School Primary our aim is:

- To establish consistent teaching, progression and continuity in the teaching and learning of phonics throughout the school.
- To provide a language rich environment that encourages and develops oracy and literacy skills that are the cornerstone of our curriculum, starting in the EYFS and continuing throughout the school.
- To ensure that systematic synthetic phonics is taught to children to enable pupils to:
 - Recognise, say and write all phonemes within each phase 2-5 of Letters and Sounds.
 - Apply and understand spelling patterns, e.g. suffixes, prefixes, that are taught in year 2.
 - Use their phonic knowledge to blend and segment phonetically decodable words.
 - Use their phonic knowledge to read complex words and to recognise from sight 'Tricky Words' (High Frequency Words).
 - Read with fluency for both pleasure and to retrieve information.
 - Write clearly, accurately and coherently using phonic knowledge.
- For pupils to apply their phonic knowledge in reading and writing across the whole curriculum when they enter Key Stage 2.

- To have robust assessment procedures to regularly check progress and identify pupils in need of intervention. (Sound discovery and Toe by Toe)
- To promote reading for pleasure with exposure to a range of texts.

Implementation

In order to implement our intent, we follow the Oxford Reading Floppy's Phonics programme and sequence. This is used to teach phonemes, tricky words and specific and relevant vocabulary related to phonics.

- Phase 1 phonics is re-taught in Reception to embed listening skills, sound identification and rhyming and rhythm awareness. There is large emphasis on developing speech and language skills and teaching oral blending and segmenting.
- When children join Reception, daily phonics sessions are around 20 minutes in length, but these sessions are extended in length over the year.
 - Daily phonics sessions also occur in KS1 and regular, small group interventions take place according to need, in KS2
- Well planned discrete phonics sessions, are taught:

Revisit – recap on previously taught sounds.

Teach – teach a new sound or word. Practise – provide opportunities to practise saying and reading the sound through games and activities for children.

Apply – apply the new skill to read and write words, captions and sentences.

- Fast paced, structured lessons ensure pupils receive clear direct instruction with opportunities to practise and apply their knowledge, building on prior learning and reducing cognitive load.
- New phonemes are introduced and modelled using a Floppy's Phonics action
- Lessons use cooperative learning techniques to ensure all children participate fully.
- High frequency words (or tricky words) are taught as set out in Letters and Sounds.
- Phonetic vocabulary is explicitly taught and referred to by staff and pupils within lessons, e.g. digraph, trigraph, tricky words, phonemes, graphemes.
- Sounds taught are 'pure' and soft sounds. e.g. sss not 'suh' as this is central to phonics teaching and the children's ability to blend and segment sounds in words.
- Seating is carefully arranged during sessions, so that pupils can clearly see the adult's mouth to support the correct pronunciation of sounds.

- Phoneme buttons/bars are used in phonics teaching to distinguish the sounds within words and support reading.
- Staff are trained, supported and regularly observed to ensure consistency of teaching across the school.
- Phonics displays include previously learnt phonemes and tricky words, as well as displaying the sound being taught in each lesson. Children are encouraged and taught to engage with these displays to reinforce their learning in daily sessions and to support writing and reading across the curriculum.
- Flash cards and phonic displays follow the stage appropriate font stated in our handwriting policy and are consistent in design through the year groups.
- Teaching Assistants are involved in the daily phonics sessions to support pupils in their phonics activities and to help the teacher to assess the pupil's phonic abilities.
- A thorough assessment procedure to track and monitor children's progress in developing and applying their phonics knowledge is in place. Children's progress is tracked half termly using a Phonics Tracker and agreed assessments, which include Year 1 pupils completing a sample phonics screening past paper each half term. Children in Year 2, who did not pass the phonics screening test in Year 1 also complete a past paper each half term. The data from these assessments is analysed and used to identify gaps and inform planning for interventions. Staff submit tracking sheets to the Phonics Subject Lead and the English Leader for monitoring and guidance.
 - Regular interventions are carefully planned and delivered for children in Reception, Year 1 and 2 by experienced class teachers and teaching assistants. Interventions continue into KS2 if children do not pass the phonics screening test in Year 2.
 - Books within the school are phonetically decodable and include tricky words. They are sequenced in the same order as the Floppy's Phonics Programme and children are provided with a range of texts including fiction, non-fiction, poetry and traditional tales.
 - Children in Key stage 2 use the Accelerated Reader resources. They are assessed half termly and helped to choose appropriate texts at their level using a numerical system.

Appendix A

Phonic Phase	Set	Sounds Covered	Example Words	Tricky Words	Taught
2	1	s, a, t, p	sat, tap, pat	l, to, no, go, the, into	Reception – Autumn Term
	2	i, n, m, d	din, man		
	3	g, o, c, k	dog, cod, kip		
	4	ck, e, u, r	rock, men, sun		
	5	h, b, f, ff, l, ll, ss	hill, puff, lip, mess, tub		
3	6	j, v, w, x	job, van, wax	he, she, we, me, be, was, you, they, all, are, my, her	Reception - Spring and Summer Term
	7	y, z, zz, qu	yes, quiz, fizz		
	8	ch, sh, th, ng	chin, ship, thing, this		
	9	ai, ee, igh, oa, oo (long/short)	sail, seed, night, boat, moon, book		
	10	ar, or, ur, ow, oi	car, fork, turn, cow, boil		
	11	ear, air, ure, er	fear, hair, pure, term		
4	12	Consolidation of previous learning and practising of adjacent consonants	e.g pram, stamp, scram, splash	said, have, like, to, do, some, come, were, there, little, one, when, out, what	Reception - Summer Term Year 1 - Autumn Term
Phonic Phase	Set	Sounds Covered	Word Example	Tricky Words	Taught
5	13	zh, wh, ph	wheel, phonics, /zh/ as in treasure, television	oh, their, people, Mr, Mrs, looked, called, asked	Year 1 - Spring and Summer Term
	14	ay, a-e, eigh, ey, ei (long a)	play, cake, eight, they, reins		

	15	ea, e-e, ie, ey, y (long e)	beach, athlete, brownies, donkey, puppy		Year 2 Autumn Term and continued in interventions alongside Phase 6
	16	ie, i-e, y, i (long i)	tie, kite, my wild i)		
	17	ow, o-e, o, oe (long o)	bowtie, nose, so, toes		
	18	ew, ue, u-e (long u) u, oul	few, flew, glue, tube, lute, put, could		
	19	aw, au, al, our	paw, Paul, always, ball, your		
	20	ir, er, ear (er- revision)	fir, higher, heard		
	21	ou, oy	shout, boy		
	22	ere/eer are/ear	mere, jeer, care, bear		
	23	c, k, ck, ch (c, k, ck – revision)	cat, kid, clock, chemist		
	24	ce/ci/cy sc/stl se	Ice/icle/icy, scent/hustle, house		
	25	ge,/gi/gy dge	age/gist/clergy, dodge		
	26	le, mb, kn/gn, wr	little, lamb, know/gnome, wrong		
	27	tch, sh, ea (w) a o	watch, chef/special/initials, bread, was, ton		

Written and agreed – Nov 2022

Due for review Nov 2023

Signed – P Kossowicz - Head Teacher

Tom Dye – Chair of Governors