



# Torkington Primary School

## Phonics Policy

March 2022



## **Torkington Phonics Policy**

This policy supports and works in conjunction with the reading and literacy policy.

### **Intent**

We want pupils at Torkington Primary:

- To benefit from a systematic approach to the teaching of phonics from entry to Nursery
- To enjoy the discreet teaching of phonics utilising a synthetic approach to phonics
- To have a regular access to high quality phonic teaching which secures the crucial skills of word recognition that enables children to read fluently, freeing them to concentrate on the meaning of the text.
- To enjoy a multi-sensory approach to learning phonics ensuring that the visual, auditory and kinaesthetic learning styles of children are engaged
- To have secured automatic decoding skills allowing children to progress from 'learning to read' to 'reading to learn'
- To have passed their phonics screener at the end of year 1
- To be able to access the KS2 reading curriculum and build upon their phonics knowledge.

### **Implementation**

The Reading Framework (DFE 2021) states that phonics should be taught through a synthetic phonics whole school approach. To ensure consistency in developing reading and writing. This ensures that children have the knowledge for grapheme-phoneme correspondence that will develop their reading and writing skills.

At Torkington Primary we ensure the efficiency of our phonic teaching by ensuring that:

- It is part of a broad and rich curriculum that engages children in a range of activities and experiences to develop their speaking and listening skills and phonological awareness.
- We engage parents in the teaching of phonics by offering parent workshops , enabling parents to provide appropriate support at home
- It is multi-sensory, encompassing simultaneous visual, auditory and kinaesthetic
- activities that are fun and engaging for boys and girls
- It is systematic, that is to say, it follows a carefully planned programme that includes the use of synthetic schemes such as Super Sonic Phonic Friends. This reinforces and builds on previous learning to secure children's progress
- It is taught daily, where appropriate, discretely and at a brisk pace
- There are opportunities to reinforce and apply acquired phonic knowledge and skills across the curriculum in activities such as guided reading, reading on a 1:1 basis and through phonics station in EYFS.



- Children's attainment is carefully assessed to ensure progression.
- Phonics is taught as an integral part of reading with children taught:
- Grapheme-phonemes in a clearly defined sequence
  - To blend (synthesise) sounds (phonemes) in order all through a word
  - To segment words into phonemes for spelling
  - That blending and segmenting are reversible processes

### Organisation of phonics at Torkington Primary

At Torkington we ensure that all children's needs are met and challenged by placing the children into their correct phonics level. This will ensure that they can consolidate their reading at home using appropriately decodable books.

The progression of phonics we follow at Torkington is as follows:
























Firm Foundations in Phonics 1		
General Sound Discrimination		The Strands
Aspect 1	Environment Sounds	<ul style="list-style-type: none"> <li>• Tuning into sounds (auditory discrimination)</li> <li>• Listening and Remembering sounds (auditory memory and sequencing)</li> <li>• Talking about sounds (developing vocabulary and language comprehension)</li> </ul>
Aspect 2	Instrumental Sounds	
Aspect 3	Body Percussion	
Phonological Awareness		
Aspect 4	Rhythm and Rhyme	
Aspect 5	Alliteration	
Aspect 6	Voice Sounds	
Aspect 7	Oral Blending & Segmenting	

Firm foundations in phonics 1 give the children a playful daily repeated experience, exposure and of general sound discrimination and phonological awareness.

### The Basics 2






















At this level the children will begin to listen, recognise, build, read and write. The basics teaches 18 out of the 44 phonemes in the English language. Children will use their auditory processing and memory skills from firm foundations to blend with Rex, Ben and write with Ron. They will learn a handful of multiple spellings for sounds and a few chose to use with Suze. At the end of this phase children will be able to hear up to 3 sounds in a word, recognise spellings , read and write CVC words with 18 spellings.



Securing The Basics 2		Tricky Words
CVC		
Group 1	  s a t p  	N/A
Group 2	  i n m d  	l is
Group 3	  g o c k  	the to
Group 4	  c k e u r  	go no
Group 5	  h b f l  	has his as
Group 6	  ll ff ss 	of into






### The Basics 3

The basics 3 teaches children the rest of the further 26 out of the 44 sounds. Children will develop their auditory skills from firm foundations and basic 2 skills to continue to recognise the spelling for the words with Sam. At the end of this phase they will be able to hear 3 sounds in the words, recognise spellings read and write simple and complex CVC words with 44 spellings for sounds. They will be able to make plausibly phonetic attempts to spell words.

Securing The Basics 3		Tricky Words
CVC		
Group 1	  j v w x  	her was you
Group 2	  y z zz qu  	he she we me be
Group 3	  ch sh th ng  	they my by
Group 4	  ai ee igh oa  	are all
Group 5	  oo oo ar or  	some come
Group 6	  ur ow oi er  	so do
Group 7	  ure ear air 	little out

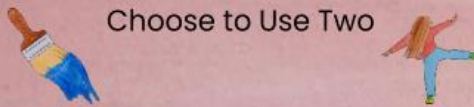

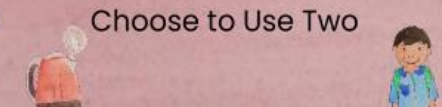


**The Basics 4**

Securing The Basics 4 Adjacent Consonants		Tricky Words
Group 1	CVCC 	were what like have
Group 2	CVCC & Polysyllabic 	there here said one
Group 3	CCVC 	house when our your
Group 4	CCVC & Polysyllabic 	love school
Group 5	CCVCC CCCVCC & Polysyllabic 	then them that this

In this phase children move from 3 sounds to ( CVCC, CCVC, CCVCC, CCCVCC). The basics 4 teaches children to hear more than 3 sounds in each word. They will continue to embed their mastery of basics 2 and 3 spelling for sounds in words and progress to 4,5,6 sounds in words. They will start to learn tricky consonant sounds, nonsense words and tricky words.

**Chose To Use and Switch it Sounds.**

The Higher Levels Choose to Use Spellings		Tricky Words
Group 1 Choose to Use Two 	ai and ay	their people Mr Mrs
	ee and ea	
	igh and ie	
	oa and oe	
	oo and ue	
Group 2 Choose to Use – Split digraph 	ai ay and a_e	Oh these friend asked
	ee ea and e_e	
	igh ie and i_e	
	oa oe and o_e	
	oo and ue and u_e	
Group 3 Choose to Use Two 	oi and oy	where today once
	ur and ir	
	ow and ou	
	or and aw	
	w and wh	




The Higher Levels		Tricky Words
Choose to Use Spellings		
Group 4 Choose to Use Two & Three 	air and are	could should would called
	n and kn	
	r and wr	
	f and ff and ph	
	or aw and au	
Group 5 Choose to Use Three and Four 	n kn and gn	looked son says want
	or aw au and ore	
	ee ea e_e and ey	
	ee ea e_e ey and y	
	oo ue u_e and ew	
Group 6 Choose to Use 	air, are and ear	after half only with
	ur, ir and or	
	ch and tch	
	j and dge	
	ur, ir, or and er	

The Higher Levels		Tricky Words	
Switch it Spell Sounds			
Group 1 Switch It 	i	sixth and wild	does goes tall call small laughed
	o	frog and old	
	c	crisp and cement	
	g	growl and gem	
Group 2 Switch It 	u	underpants and tuba	why over above live please
	ow	clown and yellow	
	ie	pie and chief	
	ea	dream and bread	
Group 3 Switch It 	a	apple and angel	water because break work
	a	apple angel and watch	
	ou	mouse and mouldy	
	o	frog old and monk	
Group 4 Switch It 	ue	glue and rescue	who any many move eye
	u_e	flute and cute	
	ew	screw and stew	
Group 5 Switch It 	y	yellow and cry	who any many move eye
	y	yellow cry and crystal	
	ch	children and chef	
	ch	children chef and chorus	
	ou	mouse mouldy and soup	



The higher level of phonics teaches children the concept that there are more than one spelling for a sound that they can hear in a word. With the choice to use sounds they can find out how sounds can sound the same but be spelt differently. At the end of this phase children will be able to use the 44 sounds in the English language. They will also be able to switch spellings and sounds for alternative pronunciations.



Year 1 & 2

Spelling Rules & Appendices Read and Write

Suze's Spelling Rules & Patterns

Suze's Spelling Rules & Patterns will teach children very specific spelling rules, adding prefixes and suffixes, adding ending to words such as plurals and ing, ed, er, est and compound words. They will also learn some further rarer choose to use spellings for the 44 sounds of the English Language.  
Children will learn their tricky words with Tess.

At the end of this phase children will be able to choose to use spellings of the 44 sounds in the English Language. They will also be able to switch spellings and sounds for alternative pronunciations. They will be able to read texts with The Basics to The Higher Levels spellings, spelling patterns and rules including adjacent consonants and make more accurate attempts in their further stages of spelling in their writing journey.

Spelling Patterns & Rules		Common Exception Words
Year 1 Appendices		
Adding s and es to words (plural of nouns and the third person singular of verbs)	cats dogs rocks churches beaches watches	door floor poor because find kind mind behind child children* wild climb most only both old cold gold hold told every everybody even great break steak pretty beautiful after fast last past father class grass pass plant path bath hour move prove improve sure sugar eye could should would who whole any many clothes busy people water again half money Mr Mrs parents Christmas
Adding the endings -ing -ed to verbs where no change is needed to the root word	yelling cooking glowing washed shouted quacked	
Adding -er and -est to adjectives where no change is needed to the root word	brighter younger neater softer sharper greener	
Adding the prefix -un	unzip unlucky untidy	
Compound words	playground snowman raincoat	



Spelling Patterns & Rules Year 2 Appendices		Common Exception Words
Adding -es to nouns and verbs ending in -y	ladies babies countries	door floor poor because find kind mind behind child children* wild climb most only both old cold gold hold told every everybody even great break steak pretty beautiful after fast last past father class grass pass plant path bath hour move prove improve sure sugar eye could should would who whole any many clothes busy people water again half money Mr Mrs parents Christmas
Adding -ed -ing -er and -est to a root word ending in -y with a consonant before it.	studying drying flying carried hurried married cheekier dirtier sunnier craziest thirstiest angriest	
Adding the endings -ing -ed -er -est and -y to words ending in -e with a consonant before it	baked cycled phoned loving joking gluing juicy shiny lazy cuter braver wider largest wisest finest	
Adding -ing -ed -er -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter	yapped clapped shopped running wrapping gripping sunny funny snappy sadder dimmer winner swimmer thinnest fittest flattest	
The suffixes - less -ness -ment -ful and -ly	homeless fearless speechless sadness kindness madness payment assessment enjoyment playful joyful helpful kindly bravely brightly	

Spelling Patterns & Rules Year 2 Appendices		Common Exception Words Year
The /l/ or /əl/ sound spelt -le at the end of words	table apple bottle little	door floor poor because find kind mind behind child children* wild climb most only both old cold gold hold told every everybody even great break steak pretty beautiful after fast last past father class grass pass plant path bath hour move prove improve sure sugar eye could should would who whole any many clothes busy people water again half money Mr Mrs parents Christmas
The /l/ or /əl/ sound spelt -el at the end of words	easel jewel travel tunnel	
The /l/ or /əl/ sound spelt -al at the end of words	pedal medical animal arrival	
Words ending -il	pencil fossil nostril pupil	
The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y j/dge/ge	badge hedge bridge	
The /ɔ:/ sound spelt a before l and ll /a/ as in /or/	talk call ball tall	
The /ɔ:/ sound spelt ar after w /ar/ as in /or/	swarm warm reward award	
The /z/ sound spelt s /s/ as in /zh/	treasure television casual	





Spelling Patterns & Rules Year 2 Appendices		Common Exception Words Year
Words ending in -tion	fiction motion national section	door floor poor because find kind mind behind child children* wild climb most only both old cold gold hold told every everybody even great break steak pretty beautiful after fast last past father class grass pass plant path bath hour move prove improve sure sugar eye could should would who whole any many clothes busy people water again half money Mr Mrs parents Christmas
Contractions	can't didn't hasn't couldn't it's I	
The possessive apostrophe (singular nouns)	Harry's farmer's theman's the table's	
Homophones and near-homophones	there/their/they're here/hear quite/quiet see/sea bare/bear one/won sun/son to/too/two, be/bee blue/blew night/knight	

## Key Stage 2

Pupils falling below expected levels of progress of have not met the phonics screener threshold will have targeted phonics support in Year 3. The class teaching will place them in a precision teaching group to teach them their bespoke gaps in their phonics knowledge and high frequency word knowledge.

### Aim of the intervention:

- Develops an alphabetic code knowledge.
- Develop and embeds phonemic awareness.
- Develops fluency by building upon repetition.
- Provides systematic and rigours supported phonics teaching.
- Apply and extends phonics into reading.
- Using a multisensory teaching technique means helping a child to learn through more than one sense.

### Impact

All children are closely monitored in their phonics groups. Teachers and assistants feedback to each other after sessions and discuss any children that may be cause for concern or that are accelerating and need to be moved on. Each half term children are assessed and data is entered individually on a cohort sheet and data is collected to track the progress of groups of children.

Discussions are held during a phase meeting about groups of children that need to move to other groups and identify their needs.

### Parental Involvement

Each week a parent newsletter will be sent home to explain which sounds the children are working on and what tricky words they need to practise.

Individual reading books are also linked to phonics levels to support the children with their reading at home. These are to consolidate their phonetic knowledge and understanding.



Parents are invited into school to attend Phonics workshops to support them with their understanding of phonics and how our systems work.

### **Phonics Screening Check**

In 2012, the government introduced a statutory phonics screening check at the end of Year 1. This is to:

“to confirm whether individual children have learnt phonic decoding to an appropriate standard.

It will identify the children who need extra help so they are given support by their school to improve their reading skills. They will then be able to retake the check so that schools can track children until they are able to decode” (Department for Education)

The statutory phonics screening check is administered in the second half of Term 3. These results are used to plan all pupils ‘next steps’ in phonic learning. All results are reported to parents.

Date: May 2024