



The Grange- Phonics Policy

At The Grange, we use the Sounds Write Phonics programme to teach our children to read, spell and write. Sounds Write is effective in teaching pupils to read, spell and write, because it starts from what all children know from a very early age - the sounds of their own language. From there, it takes them in carefully sequenced, incremental steps and teaches them how each of the 44 or so sounds in the English language can be spelt. The words used in the teaching process and the conceptual knowledge of how the alphabet code works are introduced from simple to complex, in accordance with the fundamental principles of psychological learning theory.

For example, at the start, simple, mutually implied (one sound, one spelling) CVC words (consonant, vowel, consonant) only are introduced. Pupils quickly learn to read and spell words such as 'mum', 'dog', 'jam' and 'sit'. When all the single-letter sound-spelling correspondences have been introduced and established, Sounds Write initiates the concept that the sounds " ," and " can be spelt with the two letter spellings " ," and " , respectively. As the programme progresses, the complexity of one-syllable words is carefully increased through a variety of VCC, CVCC, CCVC, CCVCC and CCCVC words, such as, for example, 'elf', 'hand', 'swim', 'trust' and 'scrub'. After this, pupils' understanding of the concept 'two letters - one sound' is further developed through the introduction of the most common consonant two -letter spellings: " ," and " , in words like 'shop', 'chimp' and 'thin', for example. Finally, two, three and four letter spellings of the vowels are introduced and pupils are taught how to read and spell polysyllabic words, starting with simpler words (such as 'bedbug') and gradually moving to the more complex (such as 'mathematical').

Codes

There are two codes used in Sounds Write. The initial code and the extended code.

Our approach teaches the conceptual understanding needed to become an effective reader:

- that letters are spellings of sounds: visual language is a representation of spoken language
- that a spelling can contain one, two, three, or four letters – examples are: s a t, f i sh, n igh t and w eigh t
- that there is more than one way of spelling most sounds: the sound 'ae', spelt as <a-e>
- in 'name', can be represented as <a> in 'table', <ai> in 'rain', <eigh> in 'eight', <ay> in 'play', and so on
- that many spellings can represent more than one sound: <ea> can be the sound 'e' in 'head', 'a-e' in 'break', or 'ee' in 'seat'

Within this conceptual framework, we teach the factual knowledge required to become an effective reader and speller: the approximately 176 spellings that represent the 44 or so sounds in English, starting with the simplest one-to-one correspondences.

The children are taught to decode and encode by understanding 4 clear concepts:

- letters are symbols that represent sounds that they say
- sounds can be spelt using 1,2,3 or 4 letters – f, oa, air, eigh
- the same sound can be spelt in different ways – bone, coat, toe, window, shoulder
- the same spelling can represent different sounds – bread, eat, great

Sounds Write provides opportunities for practising these skills on an everyday basis until pupils achieve the automaticity required for fluent reading and spelling.

All adults in school use the same consistent, concise language about sounds and spelling when teaching. We say that the letters spell sounds, they do not say sounds. We use phrases such as:

- In this word...
- If this was.... this would be a...
- This can spell What else can it spell?
- Say the sounds and read the word.

How it is taught

All children in Key Stage 1 are taught Sounds-Write five sessions per week. Each child in each year group are kept together and are taught the same sound and/or spelling, according to the unit sequence of the 'Sounds Write' programme. Children in Key Stage Two who have completed the extended code recap the focus sounds and spellings of the extended code whilst developing the skills to read, write and spell more complex polysyllabic words. Also, all children are encouraged to apply their Sounds Write knowledge to their creative writing. Sessions are also focused on grammar, punctuation, sentence structure and developing comprehension skills.

Here is the structure of phonics/basic skills lessons in each of our classes:

- Foundation Stage 1 – 20 minutes phonics focusing on alliteration, rhyme and initial sounds.
- Foundation Stage 2- 30minutes phonics
- Year 1 – 30 minutes phonics
- Year 2 – 30 minutes polysyllabic words/ Suffix/comprehension activities

See long term Plan for Foundation Stage and Year 1.

Monitoring and Assessment

- Ongoing assessment daily (same day intervention to be given where necessary)
- Children who require further support are given a diagnostic test to assess their current knowledge and skills such as; segmenting, blending, sound deletion, alphabet code and non-word reading
- Their phonic knowledge is assessed 5 times a year.
- Y1 children complete the phonics screening test in the Summer Term.
- An action plan is put into place for children who have not achieved the required standard in the test.
- These children are re-tested the following summer.
- Class observations by Senior Leadership Team
- Spot check assessments.
- Miss-cue assessments
- Past screening test are used in Year 1 and 2.