



Phonics Policy - Floppy's Phonics

At Fringford Primary School we are committed to the delivery of excellence in the teaching of Phonics. We aim to develop each child so that they are able to read with fluency as well as develop a love of reading that will stay with our children all their lives.

We use the systematic and structured Phonics Programme Floppy's Phonics. The Floppy's Phonics programme teaches the letter/s-sound correspondences of the English alphabetic code explicitly and comprehensively for reading and spelling. It includes the characters of Floppy the dog, Biff, Chip and Kipper and their family and friends, which engages children fully for the phonics teaching & learning, vocabulary enrichment and language comprehension.

During their journey through the Early Years Foundation Stage and Key Stage 1 they are taught the 44 phonemes (sounds) that make up all the sounds required for reading and spelling. These phonemes include those made by just one letter 'b as in bed' and those that are made by two 'ai as in rain or three letters 'igh as in high'.

Children are taught the key skills of blending sounds together for reading and segmenting (breaking up) words for spelling.

As the children grow in confidence and experience, they are introduced to alternative ways of representing the same sound, eg 'ee' can be represented as 'ee, as in bee', 'ea as in tea', 'e-e as in theme' and 'e as in we'. They also learn when to apply simple spelling rules and use verbs in the correct tense.

We ensure that our teaching of phonics is rigorous, structured and enjoyable. In Reception to KS1, children have discrete, daily phonics sessions where they are introduced to new phonemes, explore, practise and revise previous learning and have plenty of opportunities to apply the knowledge they have.

We use a range of multisensory strategies to enthuse and engage the children, including the use of interactive whiteboards, magnetic letters, grapheme tiles, speaking and listening, and practical activities. Children work with pace and are encouraged to apply their knowledge across the whole curriculum.

INTENT:

Being able to read is the most important skill children will learn during their early schooling and has far-reaching implications for lifelong confidence and well-being. The independent review of early reading conducted by Jim Rose confirmed that 'high quality phonic work' should be the prime means for teaching children how to read and spell words. The review also highlighted the importance of developing from the earliest stages children's speaking and listening skills, ensuring that beginner readers are ready to get off to a good start in phonic work by the age of five. Such work should be set within a broad and rich language curriculum.

The use of phonics is one of the many skills needed to be able to be a reader and writer. We aim to teach high quality phonics to ensure the children have the best start possible in reading

and writing. The learning of phonics is the beginning of children's body of knowledge, skills and understanding that are an essential part of learning to read. In order to read and understand texts children must learn to recognise/decode the words on the page. Good quality phonics teaching allows the child to be secure in the skills of word recognition and decoding which allows children to read fluently. This will result in children being able to read for pleasure and will allow them to move onto developing higher order reading for meaning skills. These phonic skills need to be taught systematically and involve a variety e.g multi-sensory resources for all learners.

Our aims:

Our children are entitled to a Phonics curriculum which enables them to:

- gain a progressively deeper understanding of the phonetic structure of the English language.
- apply their phonic knowledge and skills to decode unfamiliar words fluently and accurately.
- read rapidly to apply what they have learned across the whole curriculum.
- create fluent readers, confident speakers and willing writers.
- develop a life-long love of reading.

IMPLEMENTATION

From the beginning of Reception and KS1 phonics is taught as a discrete lesson every day for at least 30 minutes. The school's systematic, synthetic programme is Debbie Hepplewhite's Floppy's Phonics which starts at the beginning of Reception around week 2/3. The structure of each lesson at Fringford and the journey of phonics across the week enables all aspects of the blending and segmenting of phonemes/graphemes; lessons are uniquely planned and tailored to meet the needs of all our learners.

APPROACHES TO PHONICS

We believe that phonics teaching should be:

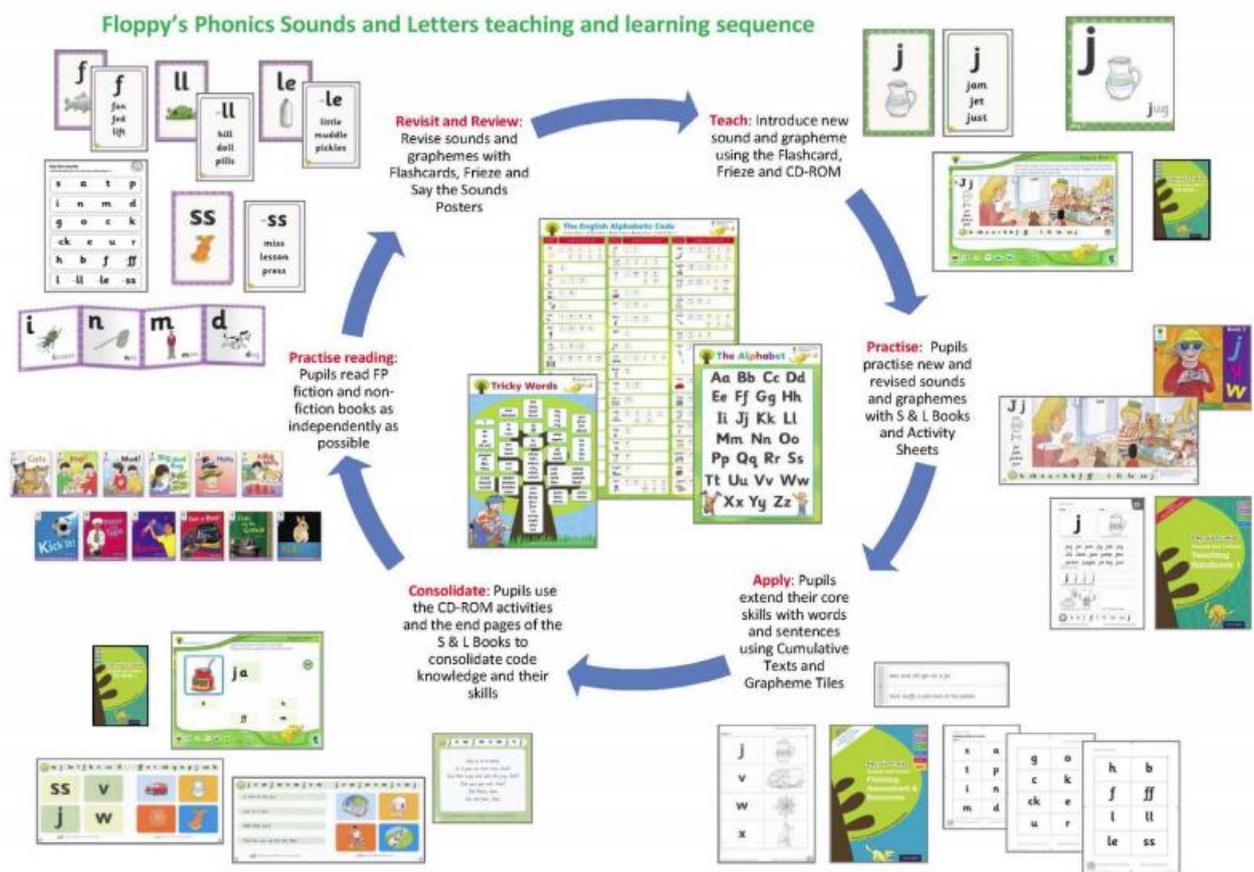
- Systematic
- Discrete
- Interactive
- Practical
- Engaging
- Multi-sensory
- Differentiated

TEACHING AND LEARNING

Our children are provided with a variety of opportunities to develop and extend their phonics skills in Reception and Key Stage 1. It also continues into Key Stage 2 to support those children who do not have the phonic knowledge and skills they need. They follow the cycle of 'Assess, Teach, Practise, Apply' to ensure that children are consolidating phonic knowledge and skills over time and that they are able to apply them in context. Consequently, wherever possible, links between phonics knowledge and understanding are made to learning in both Reading

and Writing. These lessons proceed at pace and incorporate a wide range of practical and interactive learning opportunities to engage the children. These learning opportunities are carefully chosen to ensure that children develop their skills in aural discrimination and phonemic and rhyme awareness, blending and segmenting as well as grapheme-phoneme correspondence.

In lessons, teachers use all the resources from the Floppy's Phonics programme. The school is equipped with Floppy's phonics flash cards, frieze frames, code charts, sounds books, handbooks with activities and matching Floppy's Phonics decodable reading books. The school also uses the Floppy Phonics 'cloud books' which can be used in parallel to the sound books to develop children's speaking and listening skills. The school also has the Floppy's Phonics online subscription so that children and parents can access pages of the sound books at home. The Floppy's Phonics cycle is followed:



Age Related Expectations for the end of the school year:

By the end of EYFS all children should:

- read and understand simple sentences.
- use phonic knowledge to decode common words and read them aloud accurately.
- confidently read by sight the Stage 2 and 3 common exception words
- use phonic knowledge to write words in a way which matches how the sounds are said.

- write some irregular common words.

By the end of Year 1 all children should:

- apply phonic knowledge and skill as the prime approach to reading unfamiliar words that are not completely decodable;
- read many frequently-encountered words automatically;
- read phonically decodable three-syllable words;
- read a range of age-appropriate texts fluently;
- demonstrate understanding of age-appropriate texts.
- read decodable words that end –s, –es, -ing, -ed, -er, -est
- Say the correct sound to grapheme for all the 40+ phonemes up to Stage 5.

By the end of Year 2 children should:

- Read accurately most words of two or more syllables.
 - Read most words containing common suffixes.
 - Read and spell most common exception words for year 2.
 - Read words accurately and fluently without overt sounding and blending.
 - Sound out most unfamiliar words accurately, without hesitation.
 - Segment spoken words into phonemes and represent these by graphemes.

The alphabetic code

All readers should be taught four skills:

- grapheme–phoneme correspondences (that is, the alphabetic code) in a clearly defined, incremental sequence and it should be referred to in every lesson
- to synthesise (blend) phonemes (sounds) in order all through a word to read it
- to segment words into their constituent phonemes for spelling □ that blending and segmenting are reversible processes.

English represents the sounds of the language and uses an alphabet to do this. It is generally accepted that English has 44 sounds (although this number varies slightly, depending on regional accents).

The way the 26 letters of the alphabet are used in English (singly or in combination) to represent the 44 sounds is referred to as the alphabetic code. In the alphabetic code in English:

- a single phoneme can be represented (spelt) in different ways, using one, two, three or four letters. For example, the sound /aw/ can be represented as 'or', 'saw', 'haul', 'lore', 'fraught' and 'sought'
- one grapheme (that is, a letter or combination of letters) can represent different sounds. For example, the digraph (two letters) 'ow' sounds different in 'crowd' and in 'low'; the four letters combined in 'ough' are pronounced differently in 'through', 'rough' and 'bough'; the letter 'c' represents a /s/ sound at the beginning of 'circus' and a /k/ sound in the middle, and so on.

The sounds are not taught in alphabetical order, but in order of usefulness, so that children can start to read and spell simple words as swiftly as possible. There are also phonically irregular words, which we refer to as 'common exception words' such as 'the', 'some' or 'once' that are taught throughout the different phrases.

A very common sequence begins by teaching children how to represent each of the following six sounds by a letter (as below):

Sound	Letter
/s/	s
/a/	a
/t/	t
/i/	i
/p/	p
/n/	n

If these sounds are learnt securely and the children are also taught the skill of blending sounds together to read whole words, they can then read (and spell, by segmenting) simple vowel consonant (VC) words such as 'it', 'in', 'is' and 'at' and consonant-vowel-consonant (CVC) words such as 'sat', 'pin', 'nip', 'net', 'tip'.

The skills of blending and segmenting

Blending and segmenting are, 'reversible processes': that is, if you can blend the sounds together to read a word, you should also be able to identify and break down (segment) the individual sounds in a word you hear to spell it. To spell the word, you need to represent each sound you hear by a letter – or more than one letter.

The skill of blending sounds together needs to be taught directly. Children may be able to say the sound a letter 'makes' when shown the letter (for instance, on a flashcard), but this does not necessarily mean that they can blend individual sounds together to make a whole word. (Letters do not actually 'make' sounds: they are just a way of representing that sound in writing.) In segmenting to spell a word, the teacher or the child is listening to a whole word, identifying the individual sounds (not letters) that make up the word choosing a letter or more than one letter to represent each individual sound.

Correct articulation

Correct articulation is vital in helping children to learn to blend sounds together. We make sure that the sound produced (each individual phoneme) is as precise and accurate as possible and that no additional sounds are added. For instance, the sound /m/ that starts 'mother' or is embedded in 'impress' needs to sound /mmmm/ and not /muh/. The clearer the sound, the easier it is for a child to blend together (synthesise) the individual sounds to read a word because there are no unnecessary sounds getting in the way.

Common exception words

Children will be taught to read words that are not completely phonically regular. Fringford Primary adapts the Floppy's Phonics Language and we refer to them as 'tricky words'. Children need to be taught to read these words on sight, so that they do not have to spend time puzzling them out. Teachers help children to practise their speedy recall of tricky words. In terms of spelling, children need to remember the tricky parts of a word, that is, the letters that do not match the usual grapheme-phoneme correspondences they have learnt. For example, the word 'said' is not phonically regular in that the sound /e/ in the middle of the word is normally written 'e' as in 'bed' (or sometimes 'ea' as in 'bread', 'dread' or 'read' – past tense) and not 'ai' as in 'paid'. However, the sounds at the beginning and end of 'said' are represented with 's' and 'd', just as one might expect; it is only the middle of the word that is tricky.

Multi-sensory approaches

Multi-sensory learning opportunities featured strongly in high quality phonic work and often encompassed, variously, simultaneous visual, auditory and kinaesthetic activities involving, for example, physical movement to copy letters shapes and sound, and manipulate magnetic or other solid letters to build words. Sometimes, mnemonics, such as a picture of a sun or an apple in the shapes of 's' and 'a', are used to help children memorise letters.

PLANNING

The school follows the systematic approach laid out by Floppy's Phonics Sounds and Letters programme to meet the requirements of the National Curriculum. Children who require extra support are targeted within the class through quality first teaching. At times, teachers work with smaller groups so that these children are supported. Teachers adapt the suggested Floppy's Phonics suggested timetable to ensure they meet the needs of their class. All teachers and TAs are trained by Debbie Hepplewhite and follow the programme. Floppy Phonics resources are designed to be delivered in two distinct sessions:

- Sessions 1 is a teacher-led session focusing on revision of past letter/s- sound correspondences and the introduction of sounds and graphemes, as well as modelling and practising the skills of blending, segmenting and handwriting, using the Flashcards, Frieze and interactive lessons on Floppy's Phonics Online.
- Session 2 provides a revise-and-apply routine in which children focus on their own learning as their own level, using the Say the Sounds posters, Sound Books, Activity Sheets or Activity Books and Cumulative Texts, with the teacher drawing the attention of the whole class together as needed.

The second session can take place later in the day or the next day, or as an immediate follow up. The suggested time is 30 minutes or more.

Once teachers have used the Sound Books, children are also able to access them at home using their own Oxford Owl account.

Phonics Folder and book bag routine

There are CORE multi-skills learner-practice resources throughout the whole of Floppy's Phonics programme. Every child is given a phonics folder – this is very important for 'ownership of learning.'

In the phonics folder, children should have:

- Cumulative say the Sounds Posters
- All activity sheets in order
- Any additional posters – spelling word banks, tricky words etc.

Children also have a small exercise book to keep word lists and have a reading record and decodable reading book. The decodable reading books are designed for children to have for a short period of time to secure their phonics knowledge. They are also given time to choose a book for pleasure which they can share with adults at home. All items are taken home daily as the book bag routine.

Reading Books

Oxford Reading Tree provides a wide variety of resources to deliver high-quality phonics teaching and practice.

Floppy's Phonics is a rigorous synthetic programme with all the resources required to teach phonics effectively. Children practise new and revised sounds using the Sounds Books within the teaching cycle. These are used in school and are taken home by the children for further consolidation.

Children can further practise and consolidate by reading *Floppy's Phonics Fiction* and *Non-fiction* and *Traditional Tales* books, which are fully decodable and aligned to Letters and Sounds phases. The fine levelling is based on a comprehensive phonics pedagogy.

In Reception and KS1 decodable books may need to be changed after a few days but should be changed at least weekly, it is the class teacher that ensures the children's needs are met. Reading record books are checked on a daily basis.

(Please see English policy for reading books in KS2).

ASSESSMENT

Assessment is regarded as an integral part of teaching and learning and is a continuous process. We strive to make our assessment purposeful, allowing us to match the correct level of work to the needs of the pupils, thus benefiting the pupils and ensuring progress. It is the class teacher's responsibility to keep track of the progress made by all children in their class, regardless of their phonic ability. All children should have a phonics folder with the worksheets that are provided with the programme. This is required for evidence, assessment and monitoring. The Floppy's Phonics tracking is kept up to date on the school's assessment system so that teachers and leaders can ensure children are achieving at a good pace. An example of the tracking sheet is available to see in Appendix A.

Assessment for Learning: We continually assess our pupils and recording their progress. Information for assessment is gathered in various ways: by talking to children, asking questions, observing their work, setting specific tasks. Teachers use this assessment information to plan further work and set new targets.

Assessment of Learning: The attainment and progress of children in phonics is assessed regularly across the year, both discretely at the end of each phase and through Reading and Writing assessments. At the end of Year 1, children participate in the Phonics Screening Check which assesses their knowledge of grapheme-phoneme correspondence and their skills in blending. This information is submitted to the LA. Those children who do not succeed in the phonics screening check are highlighted for further intervention and targeted support before completing the screening check again at the end of Year 2.

Children need to be taught the alphabetic code – the relationship between sounds and letters in English – and the screening check is designed to assess how much of it they know. The non-words in the check are useful for identifying children who may know the alphabetic code (or at least parts of it) but are struggling with the skills of blending sounds together to make whole words. There may also be children who are finding it difficult to learn to read whose problems are not related to blending or knowing the alphabetic code. The screening check still acts as an important diagnostic tool in the first instance. The check is intended as a test of phonic decoding – not as a wider test of reading – to assess whether children have learnt key knowledge and skills by the end of Year 1. Comprehension is a separate dimension and is tested at the end of Key Stages 1 and 2.

Feedback: Children are provided with constructive and timely feedback in lessons. Teachers provide parents with feedback on their child's progress and achievement at parent's evening and through the end of year report. Assessment information is also passed onto the next teacher as part of transition between year groups and phases.

ORGANISATION OF PHONICS

The Head Teacher and English leader are responsible for phonics throughout the school. This includes:

- Ensuring continuity and progression from year group to year group and the transition from each phase.
- Providing all members of staff with guidelines and non-negotiables to show how aims are achieved and how the variety of all aspects of phonics is to be taught
- Advising and supporting colleagues in the implementation and assessment of phonics in their phase of the school.
- Assisting with the requisition and maintenance of resources required for the teaching of phonics, within the confines of the school budget
- Monitoring the quality of teaching and learning in phonics across the phase of the school.
- Ensuring all staff are trained and feel confident in the teaching of reading.

The class teacher is responsible for:

- Ensuring progressing in the acquisition of phonic knowledge and skills with due regard to the National Curriculum for English □ Developing and updating skills, knowledge and understanding of phonics □ Identifying needs in phonics and adapting planning to suit all children.
- Keeping appropriate on-going records

- Planning effectively for phonics, liaising with phonics leader when necessary
- Informing pupils and parents of their progress, achievements and attainment
- Working with other teachers to ensure children receive a consistent approach
- Ensuring all children have a Phonics folder and a book bag routine

Non-negotiables for teaching and learning of Phonics in KS1

At Fringford we follow the systematic approach laid out in Floppy's Phonics Sounds and Letters, which we have adapted to meet the requirements of the new National Curriculum.

Staff complete plans for phonics which ensure progression and effective, high quality teaching.

In every discrete phonics lesson:

- In each class there will be a focus phoneme for the week for the whole class to be working on. The sound will be differentiated according to the ability of each child in the class. Planning of this phoneme will show a journey across the week and will develop so that all levels of ability are
- All lessons start with a clear learning objective which is linked to the phase of letters and sounds that the year group are working on.
- The learning objective will specify if the phoneme is a 'reading' focus (blending) or a writing focus 'segmenting'. This will be covered throughout the week so the children can investigate and explore both aspects in and out of context.
- Success criteria will be very specific and linked to letters and sounds.
- New phonemes will be taught using the correct articulation and terminology and all children will use this terminology in their learning. E.g, phonemes, digraphs, trigraphs, split-digraph,
- Lessons follow the structure outlined below through the teaching of skills and subskills using resources from Floppy's Phonics programme*

REVISIT & REVIEW: Revise previously taught sounds and graphemes using flashcards, frieze and Say the Sounds Posters

TEACH: Introduce new sound and grapheme using flashcards, frieze and the Interactive Resources.

PRACTISE: Pupils practise new and revised sounds and graphemes with Sounds & Letters Books and Activity Sheets

APPLY: Pupils extend their core skills with words and sentences using Cumulative

Texts and Grapheme Tiles

CONSOLIDATE: Pupils use the Interactive Resource activities and the end pages of the Sounds & Letters Books to consolidate code knowledge and their skills

PRACTISE READING: Pupils read books as independently as possible

- Feedback will be given throughout the lesson to individuals to move learning forwards and drive progress. Children will be given extensions to learning opportunities for children to apply phonemes in context.
- Other adults will impact learning throughout the whole phonics lesson by using questions and reinforcement of key strategies taught with individuals.
- Other adults will model and demonstrate new learning with groups/individual children.
- Outcomes to learning will be demonstrated in a variety of ways depending on the strategy/learning opportunity. E.g, multi-sensory resources will support learning in a practical way but there will also be opportunities to rehearse and explore writing of key phonemes and words.
- The teacher/TA will use higher order questions when asking the children to explain strategies used and ways to read and spell a new word.
- All children have a small word list book, Phonics folder (with all sheets in order) and a decodable reading book. The book bag routine is continued from Reception.

Appendix A – Floppy’s Phonics Assessment tracker

Reception							
2 weeks per book							
September start Level 1+ Book 1 s a t p							
Level 1+ Book 2 i n m d							
Level 1+ Book 3 g o c k							
Autumn half term							
Level 1+ Book 4 -ck e u r							
Level 1+ Book 5 h b f -ff							
Level 1+ Book 6 l -ll -le -ss							
End of autumn term							
Level 2 Book 7 j v w							
Level 2 Book 8 x y z							
Level 2 Book 9 -zz qu ch							
Spring half term							
Level 2							

Book 10 sh th -ng							
Level 2 Book 11 -dge -ve wh							
Level 2 Book 12 -cks -tch - nk							
End of spring term							
Level 3 Book 13 ai ee -igh							
Level 3 Book 14 oa -oo oo							
Level 3 Book 15 ar or ur							
Summer half term							
Level 3 Book 16 ow oi ear							
Level 3 Book 17 air er -er							
Level 3 Book 18 -ue -ue - ure - ture							
End of summer term							

Year 1							
Level 4 Revise and blend Book 19 a e i o u s t p n m d g c k - ck r h b f -ff l -ll -le -ss j v w x y z -zz qu							
Level 4 Revise and blend Book 20 ch sh th -ng -nk ai -igh oa -oo oo or ur er - er ow oi ear air							
Level 4 Revise and stretch Book 21 /ai/ ai ay /oi/ oi oy /ee/ ee ea /igh/ -igh -ie							
Autumn half term							
Level 4 Revise and stretch Book 22 /oa/ oa ow /yoo/ -ue ew long /oo/ oo - ew /ou/ ow ou							
Level 4 Revise and stretch Book 23							

/ur/ ur ir /or/ or aw /eer/ ear eer /air/ air -are							
Level 4 Revise and stretch Book 24 /s/ s -ce /e/ e -ea /u/ u o -ed /d/ /t/							
End of autumn term							
Level 5 Alternative spellings Book 25 /ai/ ai ay eigh -ey /ai/ a a-e - ae -ea /ee/ ee e -y -ey /ee/ ea e-e - ie							
Level 5 Alternative spellings Book 26 /igh/ -igh i - y /igh/ -ie i-e /oa/ oa ow o /oa/ -oe o-e -ough - eau							
Level 5 Alternative spellings Book 27 /s/ s -ss -se -ce /s/ ce ci cy							

/s/ sc -st- /e/ e -ea							
Spring half term							
Level 5 Alternative spellings Book 28 /j/ j ge gi gy /j/ -ge -dge /ul/ -le -el /ul/ -al -il							
Level 5 Alternative spellings Book 29 /yoo/ -ue u /yoo/ ew u-e eu long /oo/ oo u-e -o -ou -ough long /oo/ -ue -ew ui u							
Level 5 Alternative spellings Book 30 /oi/ oi oy /ou/ ow ou - ough /or/ or -our /or/ aw au - al war quar							
End of spring term							
Level 5 Alternative spellings							

<p>Book 31 /ur/ ur ir er /ur/ ear (w)or (schwa) -re -our /u/ u o -ou - ough /ar/ ar a al</p>							
<p>Level 5 Alternative spellings Book 32 /zh/ -s -si ge /w/ w wh -u /f/ f -ff /f/ ph -gh</p>							
<p>Level 5 Alt pronunciations Book 33 ch /ch/ /k/ /sh/ -ie /igh/ /ee/ (/i-ee/) ow /ou/ /oa/ a /a/ /ai/ /o/ as in (w)a & alt</p>							
<p>Summer half term</p>							
<p>Level 5 Alternative spellings Book 34 /ch/ ch -tch /chu/ -ture /sh/ sh ch /sh/ -ti -ci - ssi -sci /g/ g gu - gue gh</p>							
<p>Level 5 Alternative spellings</p>							

<p>Book 35 /eer/ ear eer - ere -ier /air/ air -are -ear -ere /n/ n -nn kn gn /r/ r -rr wr rh</p>							
<p>Level 5 Alternative spellings Book 36 /m/ m -mm - mb -mn /k/ c k -ck ch qu que /or/ or ore - our -oor oar /or/ aw au - al augh ough</p>							
<p>End of summer term</p>							