



Stonesfield Primary School
Learning together to achieve our best

PHONICS POLICY
September 2022
Review: September 2024

Intent: what is our Phonics curriculum aspiring to achieve?

At Stonesfield Primary School, Phonics is taught so that it is accessible to all: every child knows more, remembers more and understands more. Phonics is a key skill that supports the development of early reading and writing as outlined in the *Statutory framework for the early years foundation stage*¹ and the *English programmes of study*² in the National Curriculum. At Stonesfield, we combine quality phonic instruction with exposure to a range of texts and the promotion of reading for pleasure to provide our pupils with the skills they need to have a successful start to their lives as readers and writers.

Using Essential Letters and Sounds programme we intend our pupils to be able to:

- ✓ Recognise, read and write all phonemes within each phase of Letters and Sounds;
- ✓ Use their phonic knowledge to blend and segment phonetically decodable words;
- ✓ Use their phonic knowledge to attempt to read and write more complex words;
- ✓ Recognise, read and write high frequency words that are not phonetically decodable;
- ✓ Read easily, fluently and with good understanding, age and ability appropriate texts;
- ✓ Write clearly, accurately and coherently, using phonic knowledge.

We believe that all children are able to succeed. ELS keeps routines simple to reduce cognitive load and maximise success.

Implementation: what do we do to deliver our intent?

High standards in teaching and learning are produced by:

- Trained staff delivering the ELS programme with ‘top up’ training and regular monitoring to ensure consistency
- Strictly following the ELS progression and sequence. This allows our children to practise their existing phonic knowledge whilst building their understanding of the ‘code’ of our language GPCs (Grapheme Phoneme Correspondence). As a result, our children can tackle any unfamiliar words that they might discover.
- Strong focus on vocabulary and high standards of oracy;
- Use regular assessments and in the lesson observations to identify children who need extra support.
- Use short, specific interventions to support children as needed.
- Stimulating classroom environments which provide support and encourage independence.

High standards in phonics are produced by:

- ✓ Daily Phonics sessions in Early Years and Key Stage 1, whereby the pupils learn new phonemes, improve their ability to segment and blend sounds, and their ability to apply this knowledge into their reading and writing.
- ✓ A phonics programme that teaches specific and relevant vocabulary ([Letters and Sounds³](#)).
- ✓ A phonics programme where pupils learn the GPCs (Grapheme Phoneme Correspondence) in the English language and are taught how to blend these sounds to decode (read) words
- ✓ Skilled staff who are equipped with the necessary professional development to deliver our curriculum.
- ✓ A cohesive and consistent approach to teaching Phonics using the Essential Letters and Sounds programme, where daily sessions follow the same structure: Revisit/Recap } Teach } Practise } Apply } Assess
- ✓ Children having easy access, both at school and at home, to decodable books appropriate to the GPCs they are learning.
- ✓ Planned opportunities for home learning tasks to consolidate and extend knowledge and skills.
- ✓ 1:1 and focussed group teaching to target children's specific next steps.
- ✓ Regular reading opportunities and story times for all children in Early Years and Key Stage 1.
- ✓ A curriculum that meets the needs of all pupils (including pupils with SEND and pupils entitled to the pupil premium grant).
- ✓ Strong transition with Stonesfield Pre-school so that phonics in EYFS progresses in line with children's readiness.
- ✓ Children who need extra support to develop their phonic knowledge in Reception and across Key Stage 1 and 2 are identified and targeted for intervention. There are a range of intervention strategies which the school uses and the most appropriate one is selected once a child's needs have been assessed.
- ✓ Phonics skills are also embedded in writing and reading tasks in English lessons and through continuous provision in Reception and Year 1.
- ✓ Children will learn 'harder to read and spell words' that they need to know before they can read the GPCs to decode them. The ELS programme sets out the 'harder to read and spell words' to be taught within each phase. They are called common exception words in the KS1 Spelling Curriculum. See the ELS progression map in appendix 2.

In Reception pupils will progress through phases 1-5 in line with national expectations. By the end of Reception children should be secure in phase 4 phonics and had an introduction to phase 5. In Year 1 children recap phase 4 and should be secure in phase 5 by the end of the year. In Year 2 children recap phase 5 and should be secure in phase 6 by the end of the year. Children who do not pass the phonics check in year 1 will revisit the year 1 phonics curriculum in year 2. See the ELS progression map in appendix 2.

Impact: how do we ensure that children are learning?

Assessment for Learning is fundamental to raising standards and enabling children to reach their potential. Assessment in phonics takes place daily using a range of informal strategies and verbal discussions with children.

Children's phonic knowledge is formally assessed termly and the data is used to inform future teaching and identify pupils requiring additional support.

At the end of Year 1 children will complete a phonics screening test. This is a statutory assessment and data is collected by the Department for Education. Children who do not meet the pass threshold will retake the test in the summer term of Year 2.

The English Subject Leader will work closely alongside teaching staff in EYFS and KS1 to implement this policy.

The English Subject Leader is responsible, alongside the headteacher, in monitoring standards in phonics. The Governing Body will appoint a Link Governor who is responsible for monitoring progress against the English action plan, and reporting termly to the Governing Body.

Related Policies

Early Years Policy

English Policy

Handwriting and Presentation Policy

1. Department for Education: Statutory framework for the early years foundation stage
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf
2. Department for Education: English programmes of study
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf
3. Letters and Sounds: Principles and Practice of High Quality Phonics
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/190599/Letters_and_Sounds_-_DFES-00281-2007.pdf

Appendix 1: Progression of skills in Reading and Writing [from EYFS Framework and National Curriculum]

	RECEPTION	YEAR 1 In Letters and Sounds	YEAR 2 In Letters and Sounds
READING	Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.	<ul style="list-style-type: none"> • Apply phonic knowledge and skills as the route to decode words. • Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. • Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. • Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. • Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings • Read other words of more than one syllable that contain taught GPCs. • Read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s). • Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out word. • Re-read these books to build up their fluency and confidence in word reading. 	<ul style="list-style-type: none"> • Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. • Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. • Read accurately words of two or more syllables that contain the same graphemes as above. • Read words containing common suffixes. • Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. • Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. • Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. • Re-read these books to build up their fluency and confidence in word reading.
WRITING	Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.	<ul style="list-style-type: none"> • Spell words containing each of the 40+ phonemes already taught. • Spell common exception words. • Name the letters of the alphabet in order. • Use letter names to distinguish between alternative spellings of the same sound. • Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs • Using the prefix un– • Using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] • Apply simple spelling rules and guidance, as listed in English Appendix 1 • Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. 	<ul style="list-style-type: none"> • Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones • Learning to spell common exception words • Learning to spell more words with contracted forms. • Learning the possessive apostrophe (singular) [for example, the girl’s book] • Distinguishing between homophones and near-homophones. • Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly. • Apply spelling rules and guidance, as listed in English Appendix 1. • Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

ELS Term-by-term Progression

Reception/Primary 1 Autumn 1: Phase 2					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/s/ <s> /a/ <a> /t/ <t> /p/ <p>	/i/ <i> /n/ <n> /m/ <m> /d/ <d>	/g/ <g> /o/ <o> /c/ <c> <k>	/k/ <ck> /e/ <e> /u/ <u> /r/ <r>	/s/ <ss> Assess and review week R:1	/h/ <h> /b/ /f/ <f> <ff> /l/ <l> <ll>
	I, the, no	put, of, is	to, go, into	pull	as, his

Reception/Primary 1 Autumn 2: Phase 3*					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/j/ <j> /v/ <v> /w/ <w> /ks/ <x>	/y/ <y> /z/ <z> <zz> /kw/ <qu> /ch/ <ch>	/sh/ <sh> /th/ <th> (voiced and unvoiced) /ng/ <ng> /nk/ <nk>	/ai/ <ai> /ee/ <ee> /igh/ <igh> /oa/ <oa>	-es (where there is no change to the root word) Assess and review week R:2	Review week R:3
he, she, buses	we, me, be	push	was, her		my, you

* Phase 3 of ELS covers more than just the Phase 3 graphemes – we introduce some challenge from Phase 4 (in the form of adjacent consonants) alongside the Phase 3 teaching to extend children's sounding out and blending skills.

Reception/Primary 1 Spring 1: Phase 3-4					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Review week R:4 /oo/ <oo> (book)	/ar/ <ar> /ur/ <ur> /oo/ <oo> (food) /or/ <or>	/ow/ <ow> /oi/ <oi> /ear/ <ear> /air/ <air>	/ure/ <ure> /er/ <er> /oa/ <ow>	Assess and review week R:5	Review week R:6
	they, all, are		ball, tall	when, what	

Reception/Primary 1 Spring 2: Phase 3-4					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Review week R:7	Review week R:8	Review week R:9	Review week R:10	Assess and review week R:11	Review week R:12
said, so, have	were, out, like	some, come, there	little, one, do	children, love	

Reception/Primary 1 Summer 1: Phase 4

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Phase 4:1 CVCC -ed /ed/	Phase 4:2 CCVC -ed /t/	Phase 4:3 CCVCC -ed /d/	Phase 4:4 CCCVC	Assess and review week R:13	Phase 4:5 CCCVCC -er -est

Reception/Primary 1 Summer 2: Phase 5 introduction

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/ai/ <ay> /ow/ <ou> /igh/ <ie> /ee/ <ea> -le	/oi/ <oy> /ur/ <ir> /(y)oo/ <ue> /or/ <aw>	/w/ <wh> /f/ <ph> /(y)oo/ <ew> /oa/ <oe>	/or/ <au> /ee/ <ey> /ai/ <a-e> /ee/ <e-e>	Assess and review week R:14	/igh/ <i-e> /oa/ <o-e> /(y)oo/ <u-e> /s/ <c>
oh, their	people, Mr, Mrs	your, ask, should	would, could, asked	house, mouse, water	want, very

Year 1/Primary 2 Autumn 1: Phase 5

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Assess and review week Y1:1	Review week Y1:2	Revise: /ai/ <ay> /ow/ <ou> /igh/ <ie> /ee/ <ea>	Revise: /oi/ <oy> /ur/ <ir> /(y)oo/ <ue> /or/ <aw>	Assess and review week Y1:3	Revise: /w/ <wh> /f/ <ph> /(y)oo/ <ew> /oa/ <oe>

Year 1/Primary 2 Autumn 2: Phase 5

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Revise: /or/ <au> /ee/ <ey> /ai/ <a-e> /ee/ <e-e>	Revise: /igh/ <i-e> /oa/ <o-e> /(y)oo/ <u-e> /s/ <c>	/ee/ <y> /or/ <al> (walk) Review week Y1:4	Review week Y1:5	Assess and review week Y1:6	Review week Y1:7
please, once	any, many, again	who, whole	where, two		

Year 1/Primary 2 Spring 1: Phase 5

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Review week Y1:8	/ai/ <a> (acom) /ai/ <ey> (they) /ai/ <ea> (great) /ai/ <eigh> (weight) /ar/ <a> (father) /ee/ <e> (he) /igh/ <i> (find) /igh/ <y> (by)	/oa/ <o> (go) /o/ <a> (was) /oo/ <u> (push) /y/+/oo/ <u> (music) /c/ <ch> (school) /sh/ <ch> (chef) /e/ <ea> (head)	/ur/ <or> (world) /ur/ <ear> (learn) /oo/ <ou> (soup) /oa/+/l/ <oul> (shoulder) /ee/ <ie> (brief) /v/ <ve> (have) /i/ <y> (gym)	Assess and review week Y1:9	/air/ <are> (care) /air/ <ere> (there) /air/ <ear> (pear) /ch/ <tch> (catch)
		here, sugar, friend	because		

Year 1/Primary 2 Spring 2: Phase 5

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/u/ <o> (brother) Review week Y1:10	/j/ <g> (gem) /j/ <ge> (fringe) /j/ <dge> (bridge) /s/ <st> (listen)	/s/ <ce> (fence) /s/ <se> (house) /n/ <gn> (sign) /n/ <kn> (knee) /r/ <wr> (wrap) /m/ <mb> (lamb)	/z/ <se> (cheese) /z/ <ze> (freeze) /ear/ <eer> (cheer) /ear/ <ere> (here) /sh/ <ti> (patient) /sh/ <ti> -tion (station)	Assess and review week Y1:11	/ar/ <al> (half) /or/ <augh> (caught) /sh/ <ss> (session) /zh/ <si> (vision) /sh/ <ti> -tious (scrumptious) /sh/ <ci> (delicious) -ous, -ion, -ian

Year 1/Primary 2 Summer 1, Summer 2 : all phases

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Review all previously taught GPCs for reading and spelling, and teach further rarely-used GPCs (see Appendix ii).					