

	SUAT Policy	PHONICS						
	LGCS Appendix	Charnwood Phonics Policy						
	Approved by	LAC	Issue Date	June 2021	Review Date	June 2022		
	Audience	Trustees	✓	Staff	✓	Pupils	✓	
Local Academy Council		✓	Parents	✓	General Public	✓		

PHONICS POLICY

SSP Programme – The Phonics Bug

Phonics is to be taught daily for a minimum of 20 minutes in Early Years and Key Stage One following the Phonics Bug SPP programme.

Bug Club Phonics teaches a new grapheme and related phoneme, or alternative spellings to previously-taught phonemes, in every Phoneme Session. This fast pace, backed up by daily revision of past teaching, has proved the most effective and successful method of phonic training. This means that the basic 40+ phonemes (Units 1–12), and then the alternative spellings of these phonemes (Units 13–30), are acquired quickly, and early reading skills develop rapidly. Decodable readers are introduced after just 10 days' teaching at the end of Unit 2. This enables children to apply the taught strategies and enjoy contextualised reading early on. The order of grapheme introduction (see below) ensures that children start reading and spelling a wide range of words at the earliest possible stage.



Phase	Unit	Focus	Not fully decodable words (Irregular words)
2	1	s a t p	
	2	i n m d	
	3	g o c k	to
	4	ck e u r	the, no, go
	5	h b f, ff l, ll ss	l, into
3	6	j v w x	me, be
	7	y z, zz qu	he, my, by
	8	ch sh th ng	they, she
	9	ai ee igh oa oo (long) oo (short)	we, are
	10	ar or ur ow oi	you, her
4	11	ear air ure er	all, was
	12	Adjacent consonants (cvcc, ccvc, ccvcc, cccvc, cccvcc)	said, have, like, so, do, some, come, were, there, little, one, when, out, what

Phase	Unit	Focus	Irregular/High-frequency words
5	13	zh wh ph	oh their
	14	ay a-e eigh/ey/ei (long a)	Mr Mrs
	15	ea e-e ie/ey/y (long e)	looked called asked
	16	ie i-e y i (long i)	water where
	17	ow o-e o/oe (long o)	who again
	18	ew ue u-e (long u) u/oul (short oo)	thought through
	19	aw au al	work laughed because
	20	ir er ear	Thursday Saturday thirteen thirty
	21	ou oy	different any many
	22	ere/eer are/ear	eyes friends
6	23	c k ck ch	two once
	24	ce/ci/cy sc/stl se	great clothes
	25	ge/gi/gy dge	it's I'm I'll I've
	26	le mb kn/gn wr	don't can't didn't
	27	tch sh ea (w/a o)	first second third
	28	suffix morphemes ing ed	clearing gleaming rained mailed
	29	plural morphemes s es	men mice feet teeth sheep
	30	prefix morphemes re un prefix+root+suffix	vowel consonant prefix suffix syllable

Planning and the Teaching Sequence

Nursery children will receive a strong foundation of Phase 1 teaching across all areas of provision. The children in Nursery will be immersed in a learning environment rich with Phase 1 opportunities as well as daily adult led sessions led by the Phase 1 Letters and Sounds guidance. Phase 2 will be introduced when/if children are secure within Phase 1.

Phase 2 to 4 are delivered throughout Reception and Phases 5 and 6 in Key Stage 1. Children are set for phonics so that those who are not ready for the phases set out within their year group still have the delivery of the appropriate phonics stage.

Phonics planning is provided within our SPP programme. The Phonics Bug planning follows the same teaching sequence for each lesson delivered through each and every phase: Introduce, Revisit, Teach, Practice and Apply. Teachers and teaching assistants enhance planning to ensure that there is a multi-sensory approach to the delivery of the direct teaching sessions but remain within the teaching sequence to ensure consistency across the key stages in the delivery of phonics.



Resources

Children have individual phonics packs including whiteboards, pens, magnetic letters and GPC mats.

The Phonics Bug provides a range of digital resources that can be allocated to the children post direct teaching sessions such as interactive games that allow for the application of newly taught knowledge.

All classrooms must display friezes and/or grapheme wall posters that match the GPCs and progression of the Phonics Bug Programme.

All classrooms have a challenge area that includes a reading challenge – this challenge will be phonics based in Early Years and Key Stage 1 where the children have opportunities to apply their phonics knowledge.

TA's who take responsibility for leading a phonics group must provide children with a calm working environment where phonics resources/walls are available to support the children.

Remote Learning

Bug Club Phonics is primarily digitally based and so is designed to keep pupils together in one room to ensure blended learning is achieved.

Isolating pupils will be allocated daily phonics lessons via the digital platform with accompanying eBooks. The assessment tools allow for teachers to track and monitor their progress through quiz questions and online games with engagement and understanding. Teachers will use these reports to ensure they provide personalised home learning with allocated catch up activities if required.

Organisation

Children are set in terms of their phonics stage so that their phonics session is appropriately pitched. This is currently achieved despite COVID restrictions through the employment of a phonics tutor who delivers phonics to small groups from Reception to Year 3 to allow for the children to be set appropriately without crossing bubbles.

Letter formation

Bug Club Phonics teaches letter formation (for both lower case and capital letters) at the point of introduction of every grapheme, talking-through element of such teaching also supports the children's cognitive processes. Our letter formation rhymes from The Phonics Queen used consistently in EY and KS1 mirror the visual prompts shown on the Bug Club Phonics programme.

Assessment

Teachers assess children's understanding of phonics half-termly using the assessment tools provided by the Phonics Bug. These can be reviewed alongside the assessment data generated from their online reading quizzes/interaction to provide a level of understanding within their phase. This is recorded using Insight Tracking for each child stating whether they are working within or are secure within a phase.

The data inputted on Insight Tracking include assessment for each phase and a pre-phase 1 assessment. The data is analysed half termly to provide an overview of children's phonics stages in classes, key stages and overall.

Home Reading

Bug Club Phonics is supported by decodable readers which match the order of phoneme introduction. All of our home readers are decodable and have been organised to match the Bug Club Phonics progression. There are a variety of books to match each unit of the teaching programme. Following half termly assessments children are matched to the correct unit of home reader. Thus providing an opportunity for the children to practise and consolidate their learning at each stage.

When the children have completed the first two units of Bug Club Phonics, they will have acquired a sufficient number of grapheme–phoneme correspondences to start reading their own books. Prior to this there is a strong focus on communication and language where pre-readers will be sent home with guidance for parents.

The Bug Club also provides a library of ebooks that can be allocated to individual children post phonics teaching session. The Bug Club Phonics readers are designed to support children in practising and consolidating the knowledge they acquire during the whole-class Teaching Sessions. Bug Club's online reading world helps children improve core reading skills at school or home with exciting texts and fun rewards. It also enables teachers to monitor every child's progress.

Children will receive 1 home reader from the school reading library and 2 allocated eBooks from the Bug Club eBook library each week.

Meeting the need of the lowest 20% of children

A phonics baselining assessment is completed during the first six weeks of the school year. This aids the identification of those children who required additional support.

Children working within the lowest 20% will be supported by the following provision:

- ✓ eBooks and digital games by phonics set allocated and monitored weekly by the class teacher.
- ✓ Children to receive at least once weekly ReadingWise intervention in school and logins shared to allow access at home.
- ✓ Children to receive direct phonics teaching in smaller group tailored to their specific needs.
- ✓ Children to read 1 eBook and complete quiz in school each week with support of class teacher.
- ✓ Children to receive precision teaching intervention daily.

Support/Guidance for Parents/Carers

Communication between home and school occurs daily through the children's home reading logs and class dojo.

A guide to the phase is provided each time a child moves into a new phase within their home readers. The guide includes a glossary, a list of phonemes, a list of tricky words and suggestions for how to share their home readers with their child.

When restrictions allow regular Learning Together Mornings are held within each year group.

Phonics and reading photographs and videos are shared regularly on class dojo. Video recordings of class teachers are also shared to guide parents/carers in the best way to support their children in reading at home.

MONITORING and REVIEW

It is the responsibility of the staff to follow this policy. This policy will be reviewed before the start of each academic year and will evolve to incorporate the views of all staff concerned.