



### English Intent

At Neville's Cross, English and the teaching of English is embedded throughout our curriculum. English at Neville's Cross is not just a stand-alone lesson and instead we view it as a vital part of our children's whole development; we provide our children with many exciting, enjoyable opportunities and experiences, to develop their English skills throughout all subject areas. Our curriculum is designed to ensure that all of our children will be able to confidently communicate their knowledge, ideas and emotions through their reading, writing and language. We place great importance on providing our children with a variety of high quality texts, which will inspire them to develop as life-long readers, writers and linguists. Our texts are carefully chosen by staff to be progressive, varied and engaging so children are regularly exposed to a variety of authors, genres and styles, to broaden their wider vocabulary and interests. Texts are often linked to class projects for continuity of learning and children explore and analyse their texts in whole class reading skills and writing lessons as well as enjoying the simple pleasures of listening to their teachers read them their 'class novel' every day. We believe that reading is a key tool for life and teaching our children to become articulate readers is absolutely integral to what we do at Neville's Cross, ensuring that they possess the essential skills and enthusiasm to learn for the rest of their lives. We begin this in our Early Years Foundation Stage by teaching children the key skills in blending and segmenting through teaching daily phonics sessions, using the systematic 'Letters and Sounds' scheme alongside encouraging our children to read for enjoyment in our inviting classroom reading areas. We ensure that our children develop a secure knowledge base in English and set important foundations for spelling and grammar, following a clear pathway of progression from Nursery to Year 6, using the 2014 National Curriculum. We nurture a culture in which children can take pride in their writing, can write clearly and accurately and adapt their language and style for a range of contexts. We place high standards on presentation and we follow the 'Penpals' scheme for handwriting to ensure that children develop a clear and consistent cursive script, preparing them for their secondary education. We value the importance of this alongside their basic skills and children are encouraged to check their 'non-negotiables' in every piece of work that they complete, regardless of the subject area. We view writing as a creative process rather than as an end result and we ensure that our children at Neville's Cross can refine and edit their writing over time, developing their independence and resilience to improve their own work. We recognise every child as an individual and we do not place ceilings on what they can achieve in English; we ensure that every child is supported to make progress along their school journey with us and we always celebrate their successes.

This phonics policy has been designed as a working document, which reflects the ethos and practice within the school in relation to the teaching of phonics. It has been written with due regard to the requirements of the English National Curriculum (2014) and the 'Letters and Sounds' document and it will be monitored and evaluated according to changes within these documents as and when they arise.

### Aims:

At Neville's Cross Primary School, we recognise the importance of phonological decoding as one of a number of strategies to develop early reading skills. When combined with reading dialogue and the promotion of reading for pleasure, children can apply these skills to tackle unfamiliar texts and to express themselves in written form, becoming more independent readers and writers.

- To provide pupils with a clear understanding of how the alphabet works for reading and spelling.
- To enable our pupils to become fluent and confident readers with a strong phonological awareness.
- To develop pupil's sight vocabulary to aid fluent reading.
- To provide opportunities for repetition and consolidation so that spelling and reading become automatic.

### Our Approach

#### Teaching and learning

We use the 'Letters and Sounds' programme to deliver daily discrete phonics lessons in Foundation Stage and KS1; enabling children to decode effectively. We support this by using the 'Read Write Inc' letter cards to help children have a 'hook' for their learning.

Throughout the Foundation Stage, early phonetic awareness is promoted and developed through every day activities and routines such as listening games, shared reading, singing and interactive planning sessions. Children are encouraged to identify familiar letters in their name and hear the sounds they are making, identify familiar words, to listen for sounds and to remember sounds.



In Nursery, Reception and Key Stage 1 phonics is timetabled to be taught daily in planned sessions of 20 minutes, based on the "Letters and Sounds" programme. Children are taught to segment and blend words and apply their learning for reading decodable and tricky words. A wide range of activities are used by practitioners to help children achieve the goal of fluent word recognition.

Children are ability grouped in order to maximise individual learning.

Each phonics lesson will follow the same structure:

1. Revisit/Recap
2. Share learning and teach
3. Practise
4. Apply
5. Assess

Each phonics session will be well planned providing the children with a variety of multi-sensory, visual, auditory, kinaesthetic learning experiences. Adults may make use of planning from 'Bug Club' to support their own plans. Through the 'apply' element of each session, pupils will use their phonic knowledge for reading and spelling.

### Progression

#### Nursery:

Children in Nursery follow Phase 1 of Letters and Sounds. This focuses on developing children's listening skills and involves listening to and identifying; environmental sounds, animal sounds, body percussion, instrumental sounds, rhyming, alliteration and oral segmentation.

#### Reception:

When children finish the induction period they begin Phase 2 of letters and Sounds. The sounds are taught in sets.

Set 1: s, a, t, p

Set 2: i, n, m, d

Set 3: g, o, c, k

Set 4: ck, e, u, r

Set 5: h, b, f, ff, l, ll, ss

They are also taught to read some 'tricky words' – words which are not phonetically decodable.

Children then reach Phase 3 and are taught to use the digraphs (two letters that make one sound) –

Set 6: j, v, w, x Set 7: y, z, zz, qu

Consonant digraphs: ch, sh, th, ng

Vowel digraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er.

They are taught and encouraged to use their blending and segmenting knowledge when reading and spelling and this is when the terms 'sound buttons' are used. Single letter phonemes are identified with a dot underneath and digraphs and tri-graphs have a line drawn underneath to show they are two or more letters which represent one sound.

c a t  
• • •

ch i p  
• •

h igh  
•

Children then reach Phase 4. This is a consolidation phase and no new sounds are taught, apart from consonant clusters br, bl, tw, st, sc, fl, fr, gr, gl, pr, pl, etc. It is also when children begin to read, write and spell cvcc and ccvc words such as; help, hold, crab, stop, spin etc.

Children then practice reading and spelling polysyllabic words e.g lunchbox, desktop. By the end of Reception, all children should be secure in phase 3 and some will be secure in phase 4.



### Year One

In Year One, the children are will revisit aspects of Phase 4 and will then taught phases 5 and 6. This is when children are introduced to split diagraphs a-e, e-e, i-e, o-e, u-e. So words such as game, these, like, bone, tune. The split e makes you say the name of the first vowel. Teachers will expect children to identify the split 'e' diagraphs by drawing a line below the word.

e.g. like

They are also taught alternative spellings such as 'e' can be in bed but ee in see, e in he, ey as in monkey. ie as in Bobbie, ea as in sea. This is important as they will need to select the correct grapheme to represent phonemes when spelling.

Children in Year One will also be taught the spelling rules and conventions appropriate to their age; including past tense, adding suffixes, strategies for spelling longer words and words with irregularities.

### Resources

Children at Neville's Cross have access to a variety of resources to help with their phonic learning. Lessons are often active and some of our resources include: puppets, phoneme cards for each phase, word cards for each phase, Read Write Inc cards, phoneme frames, magnetic letters, phonics games, alien cards and activities. We also support this by using Bug Club phonic whiteboard materials and children enjoy using interactive apps and games such as 'Phonics Play' to practise and reinforce their learning.

### Assessment and Home Learning

The phonic knowledge of all pupils in Nursery, Reception, Year One and Year Two will be assessed termly and recorded using the 'Neville's Cross Phonic Assessment' grids. These assessments will be used to inform the teaching of individual pupils as well as highlighting any gaps which have emerged to shape the teaching of phonics for the coming term for the class, groups and individuals.

Towards the end of Year One, in line with national requirements, all children will take part in the national phonics screening test. They will achieve either a pass or fail. The results of this screening will be included in the child's annual report. Prior to this, in Spring Term, pupils will gain experience of accessing similar test materials as those used in the screening to address any gaps in knowledge. If a child fails the screening test they will retake it in Year 2. Children will receive additional phonics support and interventions to close their gaps in knowledge.

Parents will be invited to Phonics workshops in the Autumn Term to help with strategies and games to support their children with home learning in phonics and reading.

### Equality and SEND

All of our children have equal access to phonics lessons and to the resources available. Children who need specific phonics interventions are identified early and the impact of interventions is carefully monitored. Teachers work closely with the school SENCO if any speech and language intervention would be beneficial.