

Langmoor Primary School Phonics Policy



Intent

At Langmoor Primary School, we are committed to ensuring that every child in our care will learn to read quickly and become a confident and passionate reader. We strive to ensure our approach to teaching phonics and reading is accessible to all learners, regardless of background, ability and needs. Our aim is for every child to become a fluent reader.

Our intentions:

- For children to be accurate and fluent readers.
- For children to not only read well, but understand what they are reading.
- That children confidently read a variety of genres.
- To inspire and embed a love of reading.

To ensure children achieve these intentions we believe having an engaging and consistent approach to teaching phonics builds the necessary orthographic map children need to become confident and fluent readers enabling them to access all aspects of reading and the wider curriculum.

Implementation

At Langmoor Primary School, we follow the Essential Letters and Sounds (ELS) a systematic synthetic phonics programme, which was validated by the Department for Education in June 2021. The aim of ELS is to get all children to read well, quickly. It teaches children to read by identifying the phonemes (the smallest unit of sound) and graphemes (the written version of the sound) within words and using these to read words.

All members of staff are trained to teach ELS to ensure that we have an expert team of reading teachers led by our Reading/Phonics Lead. As a staff team, we regularly meet to review our practice and to practise teaching together. This ensures that all children receive high-quality first teaching every day. Our classrooms are well resourced to ensure that every child has the resources required to learn to read well.



To ensure all children learn to read well, quickly:

- Children learn phonics from the very start of Reception.
- It is explicitly taught every day during a dedicated slot on the timetable in Reception and Year 1.
- In Year 2 a recap of Phase 5 sounds will take place. This may not be all sounds; it may be gaps noted in assessments or fluency read observations. Recap sessions will occur throughout the year once or twice a week. This will go hand in hand with the Year 2 ELS follow on spelling program taught four times a week.
- ELS is a whole class teaching model. This means that every single pupil has the same opportunities when learning to read ('keep up' rather than 'catch up').

We follow the ELS progression and sequence of teaching.

Reception 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 Progression

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> (acorn) /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).					







Lessons are carefully structured in a repetitive way to allow children to know what is coming next, what they need to do and how to achieve success. They are designed to ensure that there is minimum cognitive load for the learner. We begin by teaching the single letter sounds before moving to digraphs (two letters spelling one sound), trigraphs (three letters spelling one sound) and quadgraphs (four letters spelling one sound). Repetition is the key.

We teach children to:

- Decode by identifying each sound within a word and blending them together to read fluently.
- Encode by segmenting each sound to write words accurately.

In lessons children practise their existing phonic knowledge whilst building their understanding of the 'code' of our language. As a result, children can tackle any unfamiliar words that they might discover. We teach children more rarely used GPCs through the ELS progression. This means that they can decode and read more words with increased fluency.

Key teaching features	
Me, then you	The teacher says something, and then the children repeat it exactly.
Provide opportunities	Practice and repetition are key. There is no 'down time' in the lesson – a consistent fast pace is maintained. Children have many opportunities to: <ul style="list-style-type: none"> • Hear the sound or word • Say the sound or word • See the sound or word • Read the word • Write the word • Use new vocabulary.
Provide modelling	Every single aspect of the lesson is modelled for children. As teacher, your main purpose is not to test the children but to teach them.
Active teaching and learning	ELS lessons are active – children are engaged at all times, whether joining in with a 'drum roll' to introduce the new sound, using 'robot arms' or 'tracking the teacher' as you move around the room.

Key teaching features	
Spelling sequence	<p>Encourage children to follow the sequence:</p> <ul style="list-style-type: none"> • Say the word  • Stretch the word  • Segment the word  • Blend the word  • Count the sounds within the word  • Say the whole word  <p>This sequence can be used for any word where the children have been taught the GPCs within the word.</p>

ELS is designed on the principle that children should 'keep up' rather than 'catch up'.

Reading

It is vital that whilst children are learning to read, they read books that match their phonic knowledge. The Oxford University Press decodable readers support Essential Letters and Sounds. These books have been carefully matched to every aspect of the programme. So children can feel success and be independent readers as each book is matched to a child's phonic level.

These books are used during the phonics lessons, paired reading sessions, during continuous provision and as home readers. Children keep the books for one week and re-read them at least four times in this period, this is communicated to parents to ensure their support. Reading Buddies in school are used to support those children who are not reading at home. Re-reading ensures that children develop their reading skills and fluency. This, in turn, supports their learning in school; as children become more fluent at reading, they are able to focus on their new learning.



Interventions

Interventions are delivered within the lesson by the teacher and any child who is struggling with the new knowledge can be immediately targeted with appropriate support. Where further support is required, 1:1 coaching sessions are used. These coaching sessions are short, specific and effective.

The three areas for interventions are 'Oral Blending', 'GPC Recognition' and 'Blending for Reading'. See below guidelines and plans for these interventions.

Oral blending

This intervention supports children struggling with oral blending and those with any auditory processing difficulties. It allows children who require additional practice of this skill to have short bursts of oral blending to consolidate their understanding and support their auditory discrimination. During this intervention, the Reading Teacher needs to model sound-talking for the child, who then soundtalks before blending the word. This additional one-to-one practice also supports vocabulary learning, communication, listening and speaking skills, and interaction with others.

Oral blending	
Review	Orally blend up to three words that the child has successfully orally blended before. Using robot arms, model sounding out, and then the child repeats the sounds (if necessary) and says the whole word.
Teach	Model sound-talking and blending a whole word with less familiar GPCs; for example, /r/ /ai/ /n/ – rain. The child repeats this. Do the same with up to six words, which can contain any GPCs. Take care not to use words that are too long for the child to recall and blend.
Practise	Sound-talk a word – do not blend the whole word, as the child needs to practise blending independently. The child repeats the sounds and says the whole word. Repeat with up to six words, which can contain any GPCs. Take care not to use words that are too long for the child to recall and blend.
Apply	<p>Oral storytelling: read aloud a pre-planned short extract*. Choose six words within the extract to be sounded out. These words should vary in length and include GPCs children have already learned and ones they have not yet been taught. The focus here is on ensuring that the child can sound-talk the word and blend. Model sounding out the word, and then the child repeats the sounds in the word and says the whole word. Continue with the story.</p> <p>When the child is more confident with their oral blending, they do not need to sound-talk the word first; they can just blend it.</p>

Grapheme-phoneme correspondence (GPC) recognition

This intervention involves deliberate over-learning, re-teaching and repeated exposure.

GPC recognition	
Review	Review up to 12 known sounds using grapheme cards. Where appropriate, model reading the sounds using 'Me, then you'.
Teach	<p>Say the new sound for the child to repeat. Repeat the sound multiple times.</p> <p>Show the grapheme for the sound – say the sound, then show the grapheme. Repeat multiple times.</p> <p>Show the picture and mnemonic for the grapheme.</p> <p>Model running your finger over the grapheme whilst saying the sound. The child then repeats this.</p>
Practise	Spot the grapheme in known words from the lesson or from the word list provided (see Week-by-week Progression Appendix i). Use sound tiles or magnetic letters to make the word. Identify the focus grapheme within the word. Point to the grapheme, sound-talk the word and then blend to read the whole word. The child repeats this.
Apply	Use a decodable reader to show the child sentences that have words with the new sound, known sounds and known HRS words. The child reads the sentences (not necessarily the whole book).
Review	<p>Review the focus sound by showing the grapheme and using 'Me, then you' to model saying the sound.</p> <p>Show the focus grapheme throughout the day and ask the child to say the sound.</p>

Blending for reading

This intervention supports a child who requires additional practice for blending. GPC weaknesses are targeted within the session. There is a strong focus on word-building, listening to the sounds within a word and identifying these. Again, this intervention particularly supports the needs of children with auditory processing weaknesses, those new to English and those who are struggling to apply their understanding of digraphs, trigraphs and quadgraphs as their phonic knowledge builds and their awareness of alternative spellings and pronunciations increases.

Blending for reading	
Review	Review reading words with known sounds, including those recently taught, to build fluency and accuracy.
Teach	<p>Show the focus grapheme/s, for example <ai>. Say the sound and ask the child to repeat. Do this multiple times.</p> <p>Say a word with the focus sound, for example 'rain'. The child repeats.</p> <p>Sound-talk the word using robot arms and then blend using blending hands.</p> <p>Say the sound and show the grapheme (using a grapheme card or magnetic letters).</p> <p>Make the word using grapheme cards or magnetic letters.</p> <p>Point at each grapheme and read the word.</p> <p>Repeat with up to four other words that include the focus sound.</p>
Practise	<p>Use word cards to read words with the focus grapheme and other known words.</p> <p>First read-through for each grapheme card: spot the grapheme, sound-talk the word, read the word.</p> <p>Second read-through for each grapheme card: model reading the word quickly. The child repeats.</p>
Apply	Use decodable readers that include the focus sound for spotting sounds. Read words from the book, particularly those with the focus sound. Read sentences that contain words with the focus grapheme and other known graphemes.

Interventions/Coaching in Key Stage 2

Those children not passing the phonics screening test, new children to the school with gaps and those identified with phonic weaknesses will continue to have support and ELS coaching sessions carefully planned for them, until they have the tools to make them confident and fluent readers.

Leadership and Management

The subject leader's role is to lead by example, supporting and empowering colleagues to teach high-quality phonics lessons. The lead will:

- Have a good knowledge of the ELS scheme, provide mentoring and coaching.
- Keep up to date with developments to the scheme.
- Model lessons and coaching sessions.
- Lead training for all staff on regular occasions.
- Monitor teaching and coaching across the school, providing feedback to raise standards.

Impact

At the end of Year 1, all children are tested with the phonic screening test published by the Department for Education. These tests use real words and made up words to test each child's phonological knowledge and skills. The expectation is that all children should have the knowledge and be able to pass this test.

We aim to ensure all children have the best possible start to reading and thus equip them with the essential skills of reading and writing to ensure they can fully access the wider curriculum in Key Stage 2.