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# Phonics Policy

Last Updated: June 2020  
Update Required: June 2021

## **Intent**

At Denham Village School, we believe that reading is the key that unlocks all learning. Promoting a love of reading is, therefore a key priority for us. We strive to ensure that all children become successful, fluent readers by the end of Key Stage One. We believe this is achievable through a combination of high quality, discrete phonics teaching combined with a whole language approach that promotes and celebrates reading for pleasure.

We aim for all pupils in EYFS and Key Stage 1 to achieve the age related expectations as set out below:

### **Age Related Expectations for the end of each school year:**

By the end of EYFS children should:

- **read and understand simple sentences.**
- **use phonic knowledge to decode common words and read them aloud accurately.**
- **confidently read by sight the Phase 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 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 Phase 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.

## Implementation

### Teaching and learning

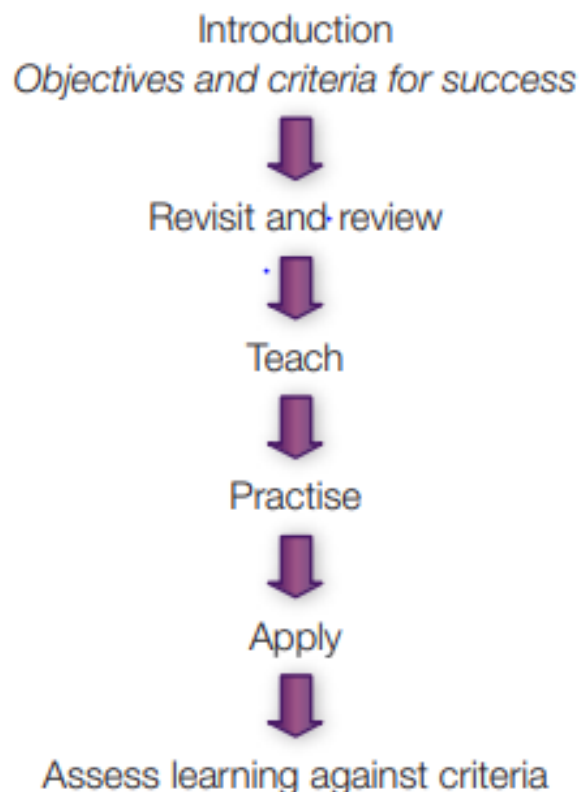
We believe that Phonics teaching should be:

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

In line with the School's policy and commitment to excellence in Phonics, pupils in EYFS and Key Stage one receive daily, discrete phonics lessons which last for 20 minutes. We use a progressive scheme of work (Letters and Sounds) where pupils learn the 44 common sounds in the English language and are taught how to blend these sounds to decode (read) words. Teaching takes a cohesive and consistent approach, where daily lessons follow the same structure; as outlined below.

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### Sequence of teaching in a discrete phonics session



**Revisit and Review:** Practise previously learned letters, graphemes and/or words

**Teach:** Introduce new graphemes and/or words.

**Practise:** Practise blending and reading words with a new phoneme/grapheme correspondence (GPC). Practise segmenting and spelling words with a new GPC.

**Apply:** Read or write captions or sentences including tricky/high frequency words and those that use the new grapheme/graphemes previously learnt.

### **Overview of Phonics Teaching at Denham Village School.**

Phonics is taught using the Letters and Sounds programme as recommended by the DFE.

Letters and Sounds is taught in phases which are outlined below.

#### **Phase 1**

This phase largely falls within the areas of 'Communication' and 'Language and Literacy' in the Early Years Foundation Stage. It supports linking sounds and letters and also draws on other areas of the Early Years Foundation Stage. The focus is on high quality play activities that provide children with the opportunity to enrich their language across all areas of the curriculum. This phase looks at environmental sounds, instrumental sounds, body percussion, rhyme and rhythm, songs, alliteration, voice and oral blending and segmenting (children need to 'hear' the sounds before they can read and spell words).

#### **Phase 2**

In this phase the children will be taught 23 letter sounds. They will move on from oral blending and segmenting (hearing the sounds) to reading and spelling words. The children will be taught how to read and write simple captions and will also be introduced to some high frequency words.

Letter progression in phase 2:

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

Word Lists

Phase 2: Introducing simple graphemes for phonemes

Sets 1, 2: s, a, t, p, i, n, m, d

letters 's' 'a' 't' 'p' sat at pat as 'i' sit is it pip tip 'n' nip in an pan pin tin nap 'm' man am map mat 'd' dad did sad dim din dip

Set 3: g, o, c, k

'g' pig dig gap gas 'o' dog on got not pop pot top 'c' cat cot cap can cod 'k' kid kit

Set 4: ck, e, u, r

digraph 'ck' kick back pack pick sack tick sick 'e' ten den peg pet get pen neck 'u' (South England) cup up cut mud  
mug mum nut sun duck 'r' ran rat red rip run rug ram

Word lists for phonics (Letters and Sounds) Page 2

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

'h' hen him his hat had hid hit hot hug has

'b' bed big back bud bad bag but bin bit bun bus 'f' fan of if fed fog fun fat digraph 'ff' puff off cuff huff 'l' leg lid lip log  
lot lap let lock luck digraph 'll' bell ill doll fell fill hill tell digraph 'ss' kiss hiss boss less loss mess fuss miss compound  
words padlock catnap fusspot backpack cannot sunset 2 syllables rabbit habit napkin begun

### **Phase 3**

The children learn the remaining single letter sounds and then progress to sounds comprising of 2 letters (for example, sh, ai, or). By the end of this phase children should be confident when reading and spelling words containing the following sounds:

Set 6: j, v, w, x

Set 7: y, z, zz, qu

ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er

This is the suggested order for teaching the sounds above. Children will also be practising reading and writing caption, as well as continuing to learn some more high frequency words. The letter names are also introduced to children during this phase.

Phase 3: The remaining phonemes, with graphemes

Set 6: j, v, w, x

'j' jam job jug jet jog 'v' van vet visit vivid 'w' web wag will win cobweb 'x' wax box fix fox mix six exit

Set 7: y, z, zz, qu

'y' yell yet yes yap 'z' & 'zz' zip fizz buzz zigzag 'qu' quick quack quit quiz liquid

Consonant digraphs ch, sh, th, ng

'ch' chin chat much rich such chip check chop 'sh' ship shop shall shell fish wish cash shock 'th' as in then then them  
with that this 'ng' bang ring rang sing song wing long king along 'th' as in thin thin thud thick moth

Vowel digraphs ai, ee etc.

'ai' rain wait nail paid aim tail sail main 'ee' feet been feel see need seen week meet teeth 'oa' boat coat foam loaf  
road soap load coach 'oo' as in boot boot too zoo cool food moon pool soon rooftop 'oo' as in book book cook foot  
good hood hook look took wood 'ar' car dark farm hard park bar bark jar farmyard 'or' fork short for sort corn torn  
worn born 'ur' fur burn hurt turn curl church turnip 'ow' cow how now down town bow owl 'oi' boil oil soil join foil  
coil 'er' hammer summer bigger better hotter mixer never

Vowel trigraphs igh, ear, air, ure

'igh' night sigh light might high right tight thigh 'ear' as in ear ear dear fear gear hear near rear beard 'air' fair air hair  
pair chair unfair airless 'ure' pure cure secure mature

## Combining phase 3 graphemes

including 'ch' coach chain torch porch church march chair including 'sh' shark harsh shook short shoal sheet shoot including 'ai' 'ar' march chain sharp shark raining raincoat including 'ee' 'er' sheep thicker sheet sharper teeth singer queen including 'oa' 'or' short shoal thorn coach north including 'oo' 'ow' shoot smooth flower shook powder tooth foolish including 'igh' 'ng' lightning charming higher singing thing chopping

## Phase 4

By the time that children progress to Phase 4 they will be confident when reading and writing words containing all of the sounds that they have already learnt.

This phase focuses on practising reading and writing words with initial and final blends (e.g. pl, br and mp, nk). They will also practise reading and writing sentences and captions containing previously learned sounds and initial and final blends.

### Simple CVCC words

'..ft' left lift loft soft tuft '..ld' '..lf' cold bold old fold gold held told elf '..lk' '..lp' milk hulk bulk sulk gulp help yelp '..lt' belt felt kilt melt pelt '..mp' bump camp damp jump lamp limp lump '..nd' band bend fond hand mend pond sand send '..nk' tank bunk dunk honk pink sink bank wink '..nt' tent dent hunt mint pant sent bent went '..sk' desk dusk husk risk rusk tusk '..st' fist cost best just mist nest rest '..ct' '..pt' '..xt' text kept wept next fact

### More CVCC words

CVCC using 'ch' 'sh' chimp chest bench punch chink shift shelf CVCC using 'th' 'qu' quilt thank theft thump think tenth CVCC using 'ai' 'oa' etc toast paint roost roast point moist burnt polysyllabic CVCC 1 shampoo children restless sandpit selfish windmill

shelter polysyllabic CVCC 2 pumpkin lunchbox softest sandwich helper dustbin handbag polysyllabic CVCC 3 munching chimpanzee melting seventh toaster weekend

### Simple CCVC words

'bl..' 'br..' blob blot brag brim black brick 'cl..' 'cr..' clap clog club crab crop click clock 'dr..' drum drip drop drag dress 'fl..' 'fr..' flag flap flat flop frog from 'gl..' 'gr..' glad glum gran grin grip grub 'pl..' 'pr..' plum plan plus press prod 'sc..' 'sk..' skip scan scum skid skim skin scab 'sm..' 'sn..' snap snag smug snip snub snug smut 'sp..' spin spit spud spot 'st..' 'sw..' step stop swam swig 'tr..' 'tw..' twig trip trot trim twin

## Word lists for phonics (Letters and Sounds) Page 5

### More CCVC words

CCVC using 'ow' brown growl crowd clown frown prowl CCVC using 'ai' 'oa' train brain trail groan float CCVC using 'ee' green creep speed steep bleed sweet sleep CCVC using 'oo' 'or' spoon sport droop stood snoop CCVC using 'sh' 'th' brush crash three shred fresh shrug thrill throb polysyllabic CCVC paintbrush floating freshness treetop

### CCVCC words

'bl...' 'br...' blink blend blank blunt brand brisk 'cl...' 'cr...' clamp clump cramp crisp crust 'dr...' 'fr...' drink drift frost frond 'gl...' 'gr...' glint grand grunt 'pl...' 'pr...' plank plump prank print 'sc...' 'sl...' etc. scalp slept spend stand stunt swank swept 'tr...' 'tw...' tramp trunk trust twist

### CCVCC words

'spr...' 'str...' spring sprang sprint string strong 'shr...' '...nch' shrink shrimp trench drench crunch polysyllabic CCVCC handstand kitchen driftwood printer twisting

## Phase 5

These are the sounds that the children will be covering in their phonics group. ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, a-e, e-e, i-e, o-e, u-e. Children entering Phase Five are able to read and spell words containing adjacent consonants and some polysyllabic words. The purpose of this phase is for children to broaden their knowledge of graphemes and phonemes for use in reading and spelling. They will learn new graphemes and alternative pronunciations for these and graphemes they already know, where relevant. Some of the alternatives will already have been encountered in the high-frequency words that have been taught in previous phases. Children become quicker at recognising graphemes of more than one letter in words and at blending the phonemes they represent. When spelling words they will learn to choose the appropriate graphemes to represent phonemes and begin to build word-specific knowledge of the spellings of words. By the end of this phase children are expected to read and write a range of high frequency words. The number of words will differ according to each child. Please see the high frequency words lists for examples.

Key:

Grapheme: the letter or letters used to represent a sound

Phoneme: the sound made by the letter or letters

Digraph: a sound made using 2 letters together

Trigraph: a sound made using 3 letters together

CVC: words made up of Consonant/Vowel/Consonant

CVCC: words made up of Consonant/Vowel/Consonant/Consonant

CCVC: words made up of Consonant/Consonant/Vowel/Consonant

CCVCC: words made up of Consonant/Consonant/Vowel/Consonant/Consonant

## Phase 6

Phase 6 phonics takes place throughout Year 2, with the aim of children becoming fluent readers and accurate spellers.

By Phase 6, children should be able to read hundreds of words using one of three strategies:

- Reading them automatically
- Decoding them quickly and silently
- Decoding them aloud

Children should now be spelling most words accurately (this is known as 'encoding'), although this usually lags behind reading.

They will also learn, among other things

: · Prefixes and suffixes

· The past tense

- Memory strategies for high frequency or topic words
- Proof-reading
- How to use a dictionary
- Where to put the apostrophe
- Spelling rules

**High frequency and common exception words.**

Please see below for a list of high frequency and common exception words as taught in each phase. Children continue to revise words learnt in previous phases throughout their time in Key Stage 1 as part of the Revisit/Review stage of their phonics lessons. These words will also be included in spelling lists.

**High Frequency and Common Exception Words by Phase**

**Phase 2**

a	an	as	at	if
in	is	it	of	off
on	can	dad	had	back
and	get	big	him	his
not	got	up	mum	but
put	the	to	I	no
go	into			

The words coloured blue are decodable at this phase. The words coloured black are not fully decodable at this phase.

**Phase 3**

will	that	this	then	them
with	see	for	now	down
look	too	he	she	we
me	be	was	you	they
all	are	my	her	

The words coloured red are decodable at this phase. The words coloured black are not fully decodable at this phase.

#### Phase 4

went	it's	from	children	just
help	said	have	like	so
do	some	come	were	there
little	one	when	out	what

The words coloured green are decodable at this phase. The words coloured black are not fully decodable at this phase.

#### Phase 5

don't	old	I'm	by	time
house	about	your	day	made
came	make	here	saw	very
oh	their	people	Mr	Mrs
looked	called	asked	could	



The words coloured purple are decodable at this phase. The words coloured black are not fully decodable at this phase.

Next 200 common words in order: Children should be able to read these words by the end of Key Stage 1)

water	away	good	want	over
how	did	man	going	where
would	or	took	school	think
home	who	didn't	ran	know
bear	can't	again	cat	long
things	new	after	wanted	eat
everyone	our	two	has	yes
play	take	thought	dog	well
find	more	I'll	round	tree
magic	shouted	us	other	food
fox	through	way	been	stop
must	red	door	right	sea
these	began	boy	animals	never
next	first	work	lots	need
that's	baby	fish	gave	mouse
something	bed	may	still	found
live	say	soon	night	narrator
small	car	couldn't	three	head
king	town	I've	around	every
garden	fast	only	many	laughed
let's	much	suddenly	told	another
great	why	cried	keep	room
last	jumped	because	even	am
before	gran	clothes	tell	key
fun	place	mother	sat	boat
window	sleep	feet	morning	queen
each	book	its	green	different
let	girl	which	inside	run
any	under	hat	snow	air
trees	bad	tea	top	eyes
fell	friends	box	dark	grandad
there's	looking	end	than	best
better	hot	sun	across	gone
hard	floppy	really	wind	wish
eggs	once	please	thing	stopped
ever	miss	most	cold	park

lived	birds	duck	horse	rabbit
white	coming	he's	river	liked
giant	looks	use	along	plants
dragon	pulled	we're	fly	grow

**Phonics across the curriculum**

In addition to discrete, daily phonics lessons, we ensure that there are numerous planned opportunities for pupils to practise their phonics skills in a range of subjects across the curriculum. All teachers and support staff model the correct articulation of the phonemes and use linked actions to prompt use of phonemes. Children are given opportunities to articulate individual phonemes and use actions when necessary. We have a strong emphasis on the application of phonic knowledge at the point of learning. This is supported in lessons by a phonics working wall along with sound and spelling mats. Children are encouraged to access support resources independently.

Reading for pleasure is promoted throughout the school and high quality texts are used in English and Guided reading sessions. There are regular reading opportunities and story times in all classes across the school and children are encouraged to access books independently from their class libraries.

**Reading at home.**

We strongly believe that parents and carers play a key role in a child's reading journey and therefore we seek to develop strong home-school links. We urge parents to make reading and sharing books together part of their daily routine.

We provide planned opportunities for regular home learning tasks to consolidate and extend phonics knowledge and skills. This includes carefully selected home reading books which link to our phonics scheme. These books are banded and matched to each child's reading ability and sent home daily in EYFS and KS1. Parents are encouraged to make regular notes in their child's reading record book to highlight successes and areas for development.

High frequency and common exception word lists are shared with parents so that they can reinforce these at home. Parents are updated termly on the progress that their child has made in reading these words.

Parents and carers have opportunities to attend phonics workshops and 'stay and play' phonics sessions to ensure that they feel knowledgeable and confident in supporting their child with reading at home.

**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.

Each individual child has their own phonics tracker, which is updated termly and continues to be updated as the child moves through school. Termly assessments are used to identify those who need extra help and to plan for interventions.

**Year 1 Phonics Screening**

Towards the end of Year 1, children participate in the national 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. For children who do not succeed a second time, provision is made for them to receive intervention and further targeted support in Key Stage 2.

**Inclusion**

All children have equal access to the curriculum as expressed in our Equal Opportunities Policy. We will ensure that phonics is accessible to pupils by:

- Setting suitable learning objectives and differentiated success criteria.
- Responding to the variety of learning styles and ensuring resources meet individual's needs.
- Overcoming potential barriers of individuals and groups.

This is monitored by analysing pupil performance throughout the school to ensure that there is no disparity between groups.

### **Intervention**

Children who need extra support to develop their phonic knowledge across the EYFS, Key Stage 1 and 2 are identified through our ongoing assessment. Gaps in knowledge are carefully analysed and teaching and learning is planned to address these gaps. This may take the form of extra support in class or in small group or 1:1 sessions outside of the classroom.

As children enter KS2, provision is made for those children still requiring support with phonics and continue to access interventions if appropriate.

### **The Role of the Phonics Leader**

The phonics leader is responsible for:

- monitoring the standards in phonics across the school.
- monitoring the quality of teaching of phonics across the school.
- planning strategically to improve the provision and standards of phonics.
- leading the implementation of new developments/strategies.
- ensuring staff have the opportunity for CPD to develop their skills.
- ensuring resources including the use of support staff are deployed effectively in phonic sessions.

### **Professional Development**

We believe that continuing professional development for all staff features highly in the school improvement plans to aid the development of children. All school staff receive regular CPD opportunities including regular updates in best practice. All aspects of phonics are monitored by the Phonics Leader on a regular basis as part of the monitoring cycle. Tracking grids are monitored, teaching is observed and plans scrutinised with feedback given and support allocated accordingly. However teachers are also accountable for their own performance in relation to the teacher standards document. Phonic observations will be monitored using the 'Phonics Observation Pro-forma' (see Appendix 1).

### **Impact**

The high quality teaching of phonics at Denham Village School will ensure that pupils have the skills to blend and segment words confidently, moving on to be able to read texts with fluency and comprehension. Secure knowledge of phonic sounds will enable children to access all areas of the curriculum as well as develop a love of reading for pleasure.

We aim for pupils to reach age related expectations at the end of EYFS, Y1 and Y2, including passing the phonics screening test in Year 1. Those who need extra help will be identified early and targeted for extra support to enable them to reach age related expectations.

Appendix 1: Phonics Observation Pro forma

<b>Phonics Session Observation Sheet</b>	
<b>Observer:</b>	<b>Teacher/LSA:</b>
<b>Date:</b>	<b>Class:</b>
Prompt	Comment
<b>Revisit and review</b> <ul style="list-style-type: none"> <li>• Can all children see/hear the teaching input?</li> <li>• Does the teacher recap on previously learned grapheme-phoneme correspondences or blending and segmenting?</li> <li>• Does the teacher give feedback on previous learning?</li> <li>• Does the teacher articulate phonemes correctly?</li> <li>• Is it kept lively and fast paced?</li> <li>• Are all children encouraged to participate?</li> </ul>	
<b>Teach</b> <ul style="list-style-type: none"> <li>• Is the new learning objective made explicit?</li> <li>• Does the teacher introduce a new sound using correct phonetic terminology?</li> <li>• Does the teacher model blending/segmenting?</li> <li>• Does the teacher articulate phonemes correctly and ensures the children participates in articulating the phonemes?</li> <li>• Are the children shown clearly how to read and write the letter/phoneme?</li> <li>• Does the teacher introduce any tricky words?</li> </ul>	
<b>Practise</b> <ul style="list-style-type: none"> <li>• Is the session fully interactive?</li> <li>• Are all the children engaged?</li> <li>• Is there appropriate differentiation?</li> <li>• Do the children articulate phonemes correctly?</li> <li>• Are the children blending/segmenting?</li> <li>• Are they given opportunities to write the letter/phoneme/grapheme?</li> <li>• Is the learning multi-sensory?</li> <li>• Does the teacher give feedback?</li> <li>• Are additional adults contributing to the learning and/or assessment?</li> </ul>	
<b>Apply</b> <ul style="list-style-type: none"> <li>• Are children given the opportunity to apply their phonic knowledge to reading and/or writing?</li> <li>• Are the activities differentiated?</li> <li>• Are children supported by peers/additional adults/teacher/resources?</li> </ul>	
<b>AfL</b> <ul style="list-style-type: none"> <li>• Are there opportunities for Assessment for Learning?</li> </ul>	