



Eureka Primary School – Phonics Policy 2022

At Eureka Primary School we follow Pearson Phonics Bug as our validated systematic synthetic Phonics Programme. This programme has been built upon the teaching and learning progression of Letters and Sounds from 2007. Where modifications have been made to the Phonics Bug programme these have been done so with a sound rationale based on whole school priorities and discussed with staff, scrutinised by the literacy and Early Reading Leads and a 'Derbyshire Phonics Champion'. These modifications have then been shared with staff in training sessions and monitored to ensure consistent delivery.

What systematic synthetic phonics is and isn't:

Synthetic phonics is a method of teaching where words are broken up into the smallest units of sound (phonemes). Children learn to make connections between the letters of written texts (graphemes, or letter symbols) and the sounds of spoken language. Synthetic phonics also teaches children how to identify all the phonemes in a word and match them to a letter in order to be able to spell correctly.

Children are taught how to break up words, or decode them, into individual sounds, and then blend all the way through the word.

Example: In the word bat, children learn to identify three individual phonemes using the synthetic phonics method: /b/ /a/ /t/ that can be blended back together to produce a word. The 'synthetic' part of this particular phonics instruction derives from the process of synthesising or blending sounds to create words.

New sounds are not introduced in alphabetical order, and they are introduced quickly. Synthetic phonics means that children are able to read a range of easily decodable words sooner.

This means that if a child is introduced to the sounds /m/ /s/ /a/ /t/ they can quickly read the words at, mat, sat, am, Sam etc.

With **analytic phonics**, children are taught to recognise whole words by sight, and later to break down the word into the smaller units of sound. Letter sounds are taught after reading has begun. The uncertainty is how much later this knowledge of letter sounds will follow. It does not always follow that children will be able to pick up these skills using analytic phonics. With analytic phonics, children differ widely in their ability to pick up all the implicit rules of the English alphabet.

Of course, the use of synthetic phonics does not exclude the use of analytic phonics. There are some words that cannot be learned by breaking them into smaller parts and children must learn them by sight. These are often referred to as 'sight words'.

At Eureka we use a systematic approach to the teaching of synthetic phonics with our children. 'Systematic' simply means that the teaching sequence is structured in such a way as to ensure the children develop the knowledge and skills needed to decode words and sentences in the most efficient and effective order possible based on government guidance taken primarily from The Rose Report produced in 2006 and then replicated in the OfSTED 'Early Reading Framework' of 2021.

Bug Club Lesson Structure – Eureka Primary School

The following lesson structure has been designed to stick as closely as possible to the Bug Club scheme with some very minor adaptations to meet the needs of our children and to fit with the practicalities of the resources available to us. Videos showcasing each of these elements are available on the school website and OneDrive.

Revision: (5 minutes)

Sharing the week's tricky words (see planning for that week), write them on the board and tell the children what they say. Point to each word in sequence and ask the children to recite them, varying sequence of pointing. (1 minute)

Then run through our phonics flash cards for the phase we are working at via Phonics Play (1 minute).

Write the previously taught graphemes from the week on the whiteboard and recap them – write two words for each one and ask the children to decode them. (3 minutes)

Introduction:

Play the alphabet song twice – once with lyrics and once without – the second time the children should be able to sing the alphabet song without support.

Then write today's grapheme on the board (this could be a single letter, digraph or trigraph). Explain that today's phoneme (sound) is represented by these letters.

Tell the children how to pronounce today's phoneme (e.g. 'ng') and open the video if available from the **Sounds** tab.

After this open up the **asset bank** by clicking on the folder icon on the left hand side of the screen. Ask the children to point to the day's grapheme in each of the words, saying whether grapheme's position is at the beginning, the middle or the end of the word.

Teaching Reading: (7 mins)

Now open the **Reading** Tab ask the children to pronounce the parts of the word shown when you point to them. E.g. S – o – ng. Then ask the children to repeat these sounds using their robot arms – s-o-ng, s-o-ng and then blend the sounds together (represent this by bringing your hands together) show this on the board by moving the arrow across on the screen to blend the word together.

Repeat this process modelling how to decode the words 3 times with the words on screen (more if the children are struggling) and then give the children the 'Reading Practise Sheet' (See below) for them to independently practise decoding the words and sentence.

ng			Phase 3 Tricky Words (Set 1)
thing	sing	wing	
ring	song	hang	
king	long	Ping-pong	
ng Sentences			you
The king is singing.			all
Hang on to that ring.			are
Now try these...			her
Sam's legs are long.			was
Hatsuko sang a song to me.			

Wrap up this part of the session by modelling how to decode any of the words that the children found tricky.

Teaching Spelling: (5 mins)

Click on the **Spelling** Tab to open the **Spelling** screen. Then remind the children to be silent and to use their very best listening ears to listen to the words. Click on the 'Say' button. Then you say the word and ask the children to repeat it, you say the word again and ask the children to repeat it again. Then model slowly saying the word to make the constituent sounds clear – refer to this as '**stretching out**' the word. Then ask the children who would like to spell the word. Choose a child and ask them to choose the sounds. The teacher

moves the magnetic letters from the bottom of the screen into the slots on the word and then slides the arrow across to check the children's efforts. Repeat for the 'Say' words and then click on the pictures tab. Ask the children what they think the picture might be representing. You say the word, the children repeat, you say the word again and the children repeat again, and once again we stretch the word out together and ask a child to attempt the spelling.

If there is a spelling video tab then please play this video next.

Teaching Writing: (7 mins)

Click on the **Writing** tab and click on the 'show' button. Instruct the children to simply watch the action the first time. Click on the 'show' button again this time encouraging the children to skywrite the letters using their fingers. Model to the children how to write between the lines of their writing book discussing pencil grip, position and size of letters.

Ask the children to write the grapheme several times across a line in their book. Model writing to the children in their books if they aren't using the correct formation or orientation.

Phrase or Sentence Writing

- 1) Sharing a picture linked to today's learning. (Pull from the asset bank of words) *
- 2) Teacher to say the phrase/sentence. Children to repeat. Teacher to say the phrase/sentence again and children to repeat again.
- 3) Teacher to model writing the sentence – verbalising their steps in writing. E.g. sounding out the word, adding a finger space after the word and prior to the next and finishing with a full stop if a sentence.
- 4) Children to write the phrase or sentence modelled*

*A PowerPoint is in the process of being created to support you with this part of the sequence to avoid you having to think of your own sentences and it also ensures only previously taught GPC's are included. They also contain a picture to help children understand what they are being asked to write about.

**As the children work through the phases the scaffolding gradually gets removed so that they are writing a dictated sentence independently by the time they are working within Phase 5.

Wrap Up:

Wrap up the session by replaying the video from the start of the session.

Phonics Follow Up Sessions (20 minutes each afternoon):

After dinner as the children enter the classroom the children should have chance to complete the PCM (printable resource sheet) relating to the GPC they have studied in the session covered today. **These should not be completed during your phonics lessons.**

After the PCM the children should play the following games with their teacher – at this point children should have a whiteboard and a pen for showing adults their answers – these games should engage all children and give all children a chance to show what they have learnt and that they can confidently apply this learning. It also gives teacher an excellent AfL opportunity that they can respond to immediately or make a note of for going into the following days session.

The Bug Club games should be played in the same sequence that the morning session follows:

Names > Sounds > Reading > Spelling>Language



Bug Club Language Lesson Structure – Eureka Primary School

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Then run through our phonics flash cards for the phase we are working at via Phonics Play (1 minute).

Write the previously taught graphemes from the week on the whiteboard and recap them – write two words for each one and ask the children to decode them. (3 minutes) E.g. 'oo' and 'ar'.

Language Session:

Follow the Bug Club Planning provided for the language session.

Phonics Follow Up Sessions (20 minutes each afternoon):

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Actions:



Blending



Robot Arms

Resources:

Whole Class Teaching – Bug Club – Interactive Phonics Teaching Programme

Extra Support Groups – See model lesson plan.

Reading – Focus Grapheme sheets.

Writing Phoneme Frame Whiteboards (To be made/ordered).

Whiteboards/Pens/Twinkl Phase Sound Mats

Seating Plan Proforma

Bug Club (Child Access to videos, books, lessons, games etc.)

Phonics Play (For consolidation/revision) accessible at home and/or school.

Seating Plans:

Each group should have a seating plan that ensures that the lowest 20% of readers within the group are sat front and centre to access the most support from the teacher. The seating plan should also reflect any specific SEND or Behavioural needs. E.g. Child X cannot read from far away – therefore they are front and centre to accommodate their needs.

Terminology:

Whenever possible, the correct terminology should be used by adults when teaching phonics. Adults should use technical vocabulary with the children to help develop their understanding of letters, graphemes, phonemes and their variations e.g. digraph, trigraph etc.

For guidance on this please see the Bug Club Glossary of terms.

Assessment and Information:

Formative Assessment is the most powerful tool we use at Eureka – all teachers and TA's can and do approach Mr Brazier if a child is finding a group challenging – additional support is put in place through interventions ranging from direct phonics intervention, through to phonics club, toe by toe, additional time given on Bug Club/Phonics Play and if this doesn't have an impact the child is moved to a more appropriate group to experience quality first teaching at a level they can access.

Whole Class Feedback sheets are available to group teachers if they feel issues are needed to be reported to the child's class teacher after each session.

At the end of each half term Mr Brazier meets with group teachers and discusses progress within the group.

After each half term a Phonics Phase Assessment is undertaken (from Phonics Play) to formally assess the children's developing phonics knowledge – this is then compared to evidence from their guided reading sessions and reading tests and the children are regrouped according to need and the termly interventions set up to target gaps and needs.

In January and April, the children in year 1 (and those who did not meet the expected standard in Year 1 who are now in Year 2) undertake practice Phonics Screening Checks to aid with familiarization of the format and to help us target interventions. In Summer all children in Year 1 take the Phonics Screening Check unless they have no knowledge and/or understanding of how to synthesize phonemes and blend them. At this stage all the children in Reception take the first half of the Phonics Screening Check to start their process of familiarization with the check procedure and to provide us with a baseline score for when they enter Year 1.

Tracking:

A tracking document is kept up to date with the children's half termly phonic phase, their PSC scores (if taken) and a breakdown of percentages.

Keeping up not Catching up:

Although all children start their phonics journey together in Reception it is inevitable that they have a varying degree of knowledge and skills – for example at this stage some children are not physically developed enough to begin writing. In these cases, additional support is provided within the Reception provision focused on Speech, language, fine and gross motor skills and when appropriate writing – children will also have a short 15 minute phonics intervention during assembly times.

In Year 1 more formal interventions are provided to ensure that the children keep as close to expected progress as possible in their phonetic development. We use Toe by Toe (a dyslexia friendly intervention based around letter names and the sounds that each letter makes – similar to precision teaching in delivery), phonics club (45 minutes of additional phonics practice focusing on the application of phonics for reading and spelling) and additional phonics sessions (15 minutes additional daily phonics with a TA that have a set lesson structure – see training video for more information).

Despite these interventions some children still fall behind – for these children we provide the opportunity for them to revisit a phase of their phonics learning (as well as continuing with interventions) – we are however very careful to ensure that the children are always given the opportunity to be exposed to all 40+ graphemes before the end of the year one, this means that no child will be stuck repeating a phase indefinitely.

Home Reading Books:

In Reception, Years 1 and 2 we aim for the children to have their reading books changed once per week.

The children receive a book from our book banded reading scheme, this book is matched to their reading skills as assessed through guided reading, whole class reading and through PIRA assessments – for children who we are unsure if they are able to access these texts we all have a book band test provided by Pearson.

In addition to a book from the book banded scheme we also give the children a book that is linked to their developing phonic knowledge. These books are fully decodable and linked to the children’s progress in their phonics lessons. The Pearson books follow the Bug Club teaching sequence – ensuring that we can give a child a book linked to the set of graphemes that they have been studying recently and ensuring that they are not given books containing graphemes that they have not yet learnt about.

Phase	Year / Term	BB	Fiction = 106	Non-fiction = 54	Fiction = 105
Phase 1	Reception / P1 term 1	Lilac			
Phase 2	Reception / P1 term 2	Pink			
Phase 3	Reception / P1 term 3	Red			

For Guided Reading and Whole Class reading texts are not always fully decodable as we know that they will have the support of an adult available should they require it.

Monitoring:

Monitoring of phonics takes the following forms:

- Monitoring the teaching sequence is being followed.
- Monitoring results from assessments.
- Observing Sessions
- Monitoring Reading Levels
- Talking to the children.

The Phonics Screening Check:

The Phonics Screening Check will be administered during the prescribed week each year.

By the time the children are entered to the check they are well versed in the layout and it’s format having already taken the previous years checks twice. They also play a range of games online and in class that familiarize them with decoding pseudo words.

We administer the check in the staffroom as it is the quietest area of the school. The check is administered by Mr Brazier with Miss Hurt sitting in on a selection of the checks for monitoring purposes. We are also subject to external moderation of our administration (this has previously provided us with assurances and positive feedback about our administration of the check).

Within the room there are a selection of fruits and juices for the children to enjoy before, midway through and after the check. This mitigates any anxiety the children may be feeling about being in an unfamiliar space and makes the process ‘enjoyable’ for them.

To inform parents about the check, what it entails, how we use the data gathered, how parents can help their children and how we inform parents of the outcomes – we send a letter home with these details on and we invite them to take part in a parent workshop ran by Mr Brazier. This is ran in the last weeks of Spring 2.