



# QUEENSMEAD PRIMARY ACADEMY

## Queensmead Primary Academy Phonics Policy

### Our Vision

At Queensmead Primary Academy, phonics is taught every day (F2 and Year 1 are taught twice daily). By the age of six, it is our expectation that all children will have been taught the skills needed to enable them to read widely and fluently. They will use their blending and segmenting skills to help them tackle unfamiliar pseudo words.

### Quality of Teaching and Learning

At Queensmead Primary Academy, phonics is taught from Foundation 1 to Year 2 every day.

- Phonics sessions are planned systematically and are pitched and paced effectively.
- Phonics sessions have engaging contexts and a range of resources are used to support the children and enhance learning of different sound families.
- Pseudo words are included in all phonics sessions and are used in a practical context for children to apply their understanding of the sounds that they have learned.
- Sessions follow a structure of: revisit and review, teach, practise and apply.
- Lessons are prepared and well-resourced to ensure that they are appropriately challenging for different groups of children.
- Cross- curricular phonics is incorporated in topic sessions so that children are able to apply what they have been taught independently, in a child initiated context.

<b><u>F2 Expectations</u></b>	
<b><i>Emerging</i></b>	<b><i>Expected</i></b>
<b>Set 1-s,a,t,p</b>	<b>ck, ff, ll, ss,</b>
<b>Set 2-i,n,m,d</b>	<b>qu, ch, sh, th, ng</b>
<b>Set 3-g,o,c, k</b>	<b>mp, nt, nk, ft, st, lp, lt, nd</b>
<b>Set 4-ck, e, u, r</b>	<b>tr, bl, br, cr, cl, dr, pl, pr</b>
<b>Set 5-h, b, f, l, s</b>	<b>spl, scr, str, thr</b>
	<b>ai, ee, igh, oa, oo (one spelling pattern for each sound)</b>
	<b>ar, or, ur, ow, oi, er, ear, air, ure</b>
	<b>oi, oy</b>
	<b>air</b>
	<b>ear</b>

<b><u>Year 1 Expectations</u></b>		
<b><i>Emerging</i></b>	<b><i>Expected</i></b>	<b><i>Exceeding</i></b>
<b>ay, ai, a-e, a</b>	<b>oy, oi</b>	<b>v- have, live, give</b>
<b>ee, ea, ey, y, ie, e-e, e</b>	<b>aw, au, or, ore, our</b>	<b>Adding s and es to words e.g cats, dogs, thanks, catches</b>
<b>igh, i-e, ie, y</b>	<b>ow, ou</b>	<b>Adding ing, ed and ir to verbs where no change is needed to the root word.</b>
<b>ow, oa, o-e, o</b>	<b>er, ir, ur</b>	<b>Adding er, est to adjectives where no change is needed for the root word.</b>
<b>oo, ew, u-e, ue</b>	<b>ar</b>	<b>Words ending in y (ee)</b>
	<b>air, are, ear</b>	<b>ph and wh</b>
	<b>eer, ere,</b>	<b>Adding the pre fix un</b>
	<b>ure,</b>	<b>Compound words</b>
	<b>tch</b>	<b>igh sound spelt y at the end of words.</b>
		<b>Words ending in tion.</b>



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## **Induction to phonics for new staff members**

At Queensmead Primary Academy, we are pro-active in providing effective support packages for new members of staff or those that are new to a Year Group/Phase. The following actions build staff confidence and ensure children make outstanding progress:

- All T/TA's receive phonics training and CPD as required.
- CPD plans are put in place with staff to improve their subject knowledge and the quality of teaching and learning in phonics.
- Outstanding teachers/ Teaching Assistants are used across the school to support less experienced staff members share good practice.
- A monitoring cycle of observations and drop ins are used to support staff and ensure that children are making good progress.

## **Assessment**

Our monitoring and assessment cycle is used systematically to track pupil progress and ensure that the number of sounds that the children know increases. The following actions are completed to ensure that all pupils make good progress:

- At the end of the academic year, we use the current Year 1 phonics screening test to screen the Foundation 2 children that will be moving into Year 1. This informs new teachers of pupil starting points for phonics in the Autumn Term.
- Children in Year 1 are screened every term to ensure that progress is being made. This assessment is then used to inform phonics groupings in classes and intervention groups.
- Children's progress is continually tracked with additional half-termly assessments, using screening tests. This feeds into teachers and TA next steps for coverage in planning.

## **Phonics in the Environment**

All classrooms and intervention rooms are rich in print. Current sounds being taught are evident in the environment (indoors and out), to scaffold learning and ensure that the children can embed the sounds that they have been taught.

## **Monitoring of this policy**

Date of review: 15<sup>th</sup> March 2021

This policy will be reviewed annually