

# **Our Lady and St Joseph Primary School**

## **Teaching of Phonics Policy**

### **1. Our Vision - Intention**

At Our Lady and St Joseph we want every child to be successful, fluent readers and writers by the end of Key Stage One and we believe that this is achievable through a combination of strong, high quality, discrete phonics teaching combined with regular, daily opportunities for developing reading skills. The teaching of phonics is a key strategy that is used to help our children to read, write and spell.

### **2. Teaching Approach - Implementation**

At Our Lady and St Joseph School we were one of the first schools in the country to formally teach Phonics in a systematic way as part of an Education Action Zone. We pioneered along with some partner Hackney schools Read, Write Inc by Ruth Miskin. A few years later we moved to a more flexible scheme as we have always had outstanding practitioners. We now use as our Systematic Synthetic Phonics Programme - Floppy's Phonics and the resources and books from the Oxford Reading Tree series. We introduce many early children's characters. Particularly the legendary Kipper, Biff, Chip and of course Floppy.



At Our Lady and St Joseph we follow the six phases of Letters and Sounds: Principles and Practice of High Quality Phonics across the EYFS and Key Stage One phases. This guidance is supported with the use of Letter and Sounds resources. Planning for phonics is separate from the English planning and is recorded on the school's phonics planning format. It should be based on the needs of the children and show clear differentiation. Phonics is taught through discrete phonic sessions, regular reading and writing sessions and through embedding the phonics by linking it with other curriculum subjects throughout the school day.

Teachers use assessment for learning and the Letters and Sounds end of phase assessments to track and review children's progress. Assessments also inform teachers of targeted intervention sessions that may be needed for those children who struggle with the learning of phonics.

### **3. Progression - Implementation**

Children will progress through the six phases of Letters and Sounds. See Floppy's Letters and Sounds Progression at the end Appendix 1.

We begin with Phases one if required in Reception. By the end of the Summer Term, Reception children should be familiar up to the end of Phase three. By the end of Year 2, children should be proficient in their phonics knowledge and have completed Phase six of Letters and Sounds. Children in Year 2 who did not meet the required standard for phonics and need more work on 'decoding' and 'blending' skills, will have opportunities to practice this using daily phonics sessions. Children in Year 3 and older who need further phonic intervention work will do so through targeted interventions.

### **4. Timetabling - Implementation**

Discrete phonics sessions in class will be timetabled and taught daily from Nursery through to Year 2. The expectation is that phonics is taught for a minimum of 10 -15 minutes in Nursery, 15 – 25 minutes in Reception, 25 – 30 minutes in Years 1 and 2.

## 5. Outcomes and Phonics Check - Impact

Our outcomes are among the highest in the country for the Phonics spelling check at the end of Year 1. This is particularly the case for our Disadvantaged pupils including boys.

School results in green, national in black.

Phonics	2017 – cohort size: 29		2018 – cohort size: 29		2019 – cohort size: 29	
	Y1 (86%) 97%	Y2 (92%) 0%	Y1 (83%) 87%	Y2 (92%) 100%	Y1 (82%) 97%	Y2 (91%) 25%

We have received national recognition for our outcomes and have been invited to be a Beacon / Teaching school for our impact.

We have high aspirations and expect all our pupils to pass this check unless they have an EHCP plan that means they cannot meaningfully access the test..

## 6. Expectations for Home Learning

Across the EYFS and Key Stage One classes, parents are encouraged to read daily with their child and sign and comment in their home reading record. Children receive two Oxford Reading Tree books a week, appropriate to their phonics stage. Regular reading at home should enable the children to use segmenting and blending techniques learnt in phonics sessions.

Appendix 1.

## Floppy's Phonics Teaching Progression

These chart shows the systematic way Oxford Reading Tree resources help to build reading progress through phonics sounds and letters.

## Oxford Level 1 / Phase 1: phonemic awareness

### Floppy's Phonics teaching progression

This phase supports children's developing speaking and listening skills and linking of sounds and letters.


	Letters and Sounds Phase (if applicable)	 Oxford Level 1
Phonemic awareness	Phase 1	<b>Oxford Level 1</b> At the Farm At the Park Out in Town At Home At the Match Fun at School  <b>Oxford Level 1 Pack A</b> At the Concert At the Carnival At the Seaside At the Market At the Party At the Wildlife Park

### Now your child can enjoy...

				
<b>Oxford Level 1</b> Super Play (Partner Text) The Golden Cheeseboard (Partner Text) Pip Meets Kit Pip's Scarf	<b>Oxford Level 1</b> The Ugly Duckling The Mouse and the Elephant The Elves and the Shoemaker The Little Red Hen	<b>Oxford Level 1</b> Under our Feet Can You See Me? Day and Night How Many Babies? Seasons I Spy a Spiral	<b>Oxford Level 1</b> The Big, Bad Box Hamster Party The Last Little Dragon The Lonely Monster My New Brother Rocket Girl	<b>Oxford Level 1</b> Tin Can Tracks Animal Tracks In the Sun Sun Hat, Sunscreen, Sun! Big! As Big as Me!

## Oxford Level 1 and 1+ / Phase 2: simple grapheme-phoneme correspondences

### Floppy's Phonics teaching progression

Grapheme-phoneme correspondences	Letters and Sounds Phase (if applicable)	 Sounds Books Oxford Level 1+
<b>s a t p</b>	Phase 2, Set 1	Book 1
<b>i n m d</b>	Phase 2, Set 2	Book 2
<b>g o c k</b>	Phase 2, Set 3	Book 3
<b>ck e u r</b>	Phase 2, Set 4	Book 4
<b>h b f ff</b>	Phase 2, Set 5	Book 5
<b>l ll le ss</b>	Phase 2, Set 5	Book 6

### Now your child can read...


**Fully decodable:** aligned to Letters and Sounds phases

**Phonically-based reading:** aligned to Letters and Sounds phases with a controlled number of taught context words

					
<b>Oxford Level 1</b> The Secret Life of Cats (Partner Text) Plum Pudding (Partner Text) The Life of a Caterpillar Make a Ladybird  <b>Oxford Level 1+</b> Stop, Tim! (Partner Text) Sid and Nim Let's Go Up! (Partner Text) Pip's Got It! Going into Space (Partner Text) The Red Tent Get the Bannock! (Partner Text) Lots of Crabs	<b>Oxford Level 1+</b> Cats Pop! Mud! Big, Bad Bug Hats A Big Mess	<b>Oxford Level 1+</b> The Big Carrot Get the Rat! Lots of Nuts Run, Run!	<b>Oxford Level 1+</b> Tools and Animals Legs! Lemon Sock Goblins Mud, Metal and Logs Tractor and Digger	<b>Oxford Level 1+</b> Barn and Red A Big Egg for Hen A Bump in the Bed The Dragon Balloon Sam's Backpack The Drum	<b>Oxford Level 1+</b> A Top Pot Spot the Pot A Picnic at Sunset At Sunset Kite in the Wind In the Wind

## Oxford Level 2 / Phase 3: simple grapheme-phoneme correspondences and consonant digraphs

### Floppy's Phonics teaching progression

Grapheme-phoneme correspondences	Letters and Sounds Phase (if applicable)	 <b>Floppy's Phonics</b> Sounds Books Oxford Level 2
<b>j v w</b>	Phase 3, Set 6	Book 7
<b>x y z</b>	Phase 3, Set 6 & 7	Book 8
<b>zz qu ch</b>	Phase 3, Set 7	Book 9
<b>sh th ng</b>	Phase 3	Book 10
<b>Revise and stretch: dge ve wh*</b>	Revision of previously taught sounds (plus <b>dge ve</b> and <b>wh</b> from Phase 5 to stretch able decoders).	Book 11
<b>Revise and stretch: cks tch nk*</b>	Revision of previously taught sounds (plus <b>cks tch</b> and <b>nk</b> from Phase 5 to stretch able decoders).	Book 12

\* These Phase 5 sounds are covered again in Floppy's Phonics teaching progression at Oxford Level 5.

### Now your child can read...

Fully decodable: aligned to Letters and Sounds phases			Phonically-based reading: aligned to Letters and Sounds phases with a controlled number of taught context words		
 <b>Word Sparks</b>	 <b>Floppy's Phonics Fiction</b>	 <b>Traditional Tales</b>	 <b>inFact</b>	 <b>Story Sparks</b>	 <b>EXPLORE</b>
<b>Oxford Level 2</b> Twin Tricks (Partner Text) Jan in a Jam Knight Quinn (Partner Text) Duck-bot Getting Chickens (Partner Text) Chen and the Pink Pot (Partner Text) Get Fit with the Fun Bunch The Best Trip	<b>Oxford Level 2</b> The Zip Posh Shops Bang the Gong Jack Quiz A Robin's Eggs	<b>Oxford Level 2</b> Dick and His Cat I Will Get You The King and His Wish Rabbit on the Run	<b>Oxford Level 2</b> Exotic Plant Shop Big Animal Vet Pancakes Things with Wings Off to the Beach The Toy Box	<b>Oxford Level 2</b> The Ant and the Carrot The Bucket Rocket Dad, Can You Do This? Detective Quack and the Missing Nut Fishing Boots The Pet Show	<b>Oxford Level 2</b> Grow Me a Picnic The Big Picnic Frog Cards Cards for Gran Dens and Nests A Den in the Wood





## Oxford Level 3 / Phase 3: vowel digraphs and trigraphs

### Floppy's Phonics teaching progression

Grapheme-phoneme correspondences	Letters and Sounds Phase (if applicable)	 Sounds Books Oxford Level 3
ai ee igh	Phase 3	Book 13
oa oo (boot/look)	Phase 3	Book 14
ar or ur	Phase 3	Book 15
ow oi ear	Phase 3	Book 16
air er (summer/herbs)	Phase 3	Book 17
<b>Revise and stretch:</b> ue (rescue/glue) ure*	Revision of previously taught sounds (plus ure from Phase 5 to stretch able decoders).	Book 18

\* These Phase 5 sounds are covered again in Floppy's Phonics teaching progression at Oxford Level 5.


### Now you can read...

Fully decodable: aligned to Letters and Sounds phases			Phonically-based reading: aligned to Letters and Sounds phases with a controlled number of taught context words		
					
<b>Oxford Level 3</b> I Can See Them! (Partner Text) Stop that Train The Star 3000 (Partner Text) The Hunt for Ted Helping Big Cats (Partner Text) The King's Ears (Partner Text) Bat Facts How to be a Good Farmer	<b>Oxford Level 3</b> Leek Hotpot The Queen's Maid Toads in the Road Chairs in the Air A Bark in the Night The Silver Foil Rocket	<b>Oxford Level 3</b> Cook, Pot, Cook! Right for Me Boxer and the Fish Chicken Licken	<b>Oxford Level 3</b> How Can I Help You? Snack Attack How We See Dive! Dive! Space Dad Up in the Air	<b>Oxford Level 3</b> Attack of the Snails Ella Bella Boon Fang and the Dentist Sam's Big Dinner Thing We Want a Dog!	<b>Oxford Level 3</b> Home for a Night The Right Home Pumpkin Mess Grow a Strawberry Mess Is That Rain? Rain!

## Oxford Level 4 / Phase 4: blending adjacent consonants

### Floppy's Phonics teaching progression: revise and blend

These books revise previously taught grapheme-phoneme correspondences and introduce blending of adjacent consonant sounds.

<b>Grapheme-phoneme correspondences</b>	<b>Letters and Sounds Phase (if applicable)</b>	 <b>Sounds Books</b> <b>Oxford Level 4</b>
<b>Revise and blend: blending adjacent consonants</b>	Phase 4	Book 19 Book 20

### Now your child can read...

**Fully decodable:** aligned to Letters and Sounds phases

**Phonically-based reading:** aligned to Letters and Sounds phases with a controlled number of taught context words

					
<b>Oxford Level 4</b> Cooking for Mum (CVCC/Partner Text) Wind Rocket (CVCC) Carrot in a Spin (CCVC/Partner Text) The Swimming Contest (CCVC) Back to the Trees (CCVCC/Partner Text) The Deer and the Snail (CCVCC/Partner Text) Food Hunt! (CCVCC) In the Big Tent (CCVCC)	<b>Oxford Level 4</b> The Crab Dragon No Tricks, Gran! The Lost Chimp Painting the Loft Green Planet Kids Crunch!	<b>Oxford Level 4</b> Hans in Luck The Foolish Fox Three Rocks Tom, Dad and Coli	<b>Oxford Level 4</b> Animal Tricks Fantastic Plants and Animals My Dinosaur Zoom In Tree Town The Missing Bone	<b>Oxford Level 4</b> The Dinosaur King The Lark and the Owl The Mummy Chase Planet Cake Scoop's Ups and Downs Pip, Lop, Mip, Bop and the Stuck Star	<b>Oxford Level 4</b> The Mosaic Trail Mosaic Art The Stinky Plant Plants for Dinner A Dress for Biff Dressing Up



## Oxford Level 4 / Preparation for Phase 5: a common alternative spelling for a known sound

You can continue to use the Oxford Reading Tree Level 4 fully decodable and phonically-based reading books (above) to support children's phonics learning throughout the Floppy's Phonics Oxford Level 4 teaching.

The *Floppy's Phonics Level 4 Revise and Stretch* books (below) revise familiar GPCs and provide a stepping stone into Phase 5. They introduce the concept that sounds can be spelled in different ways, giving one alternative spelling for selected familiar sounds.



### Floppy's Phonics teaching progression: revise and stretch







These books revise familiar sounds and the taught spellings of those sounds. They introduce one alternative spelling for each of the selected sounds.

Alternative spelling	Letters and Sounds Phase (if applicable)	 Oxford Level 4
/ai/ <b>ai ay*</b> /oi/ <b>oi oy*</b> /ee/ <b>ee ea*</b> /igh/ <b>igh ie*</b>	Phase 5	Book 21
/oa/ <b>oa ow*</b> /yoo/ <b>ue ew*</b> /oo/ <b>oo ew*</b> /ou/ <b>ow ou*</b>	Phase 5	Book 22
/ur/ <b>ur ir*</b> /or/ <b>or aw*</b> /eer/ <b>ear eer*</b> /air/ <b>air are*</b>	Phase 5	Book 23
/s/ <b>s ce*</b> /e/ <b>e ea*</b> /u/ <b>u o*</b> <b>-ed</b> /d/ /t/	Phase 5	Book 24

## Oxford Level 5 / Phase 5: alternative spellings and pronunciations

### Floppy's Phonics teaching progression

Alternative spellings	 Sounds Books Oxford Level 5	Alternative spellings	 Sounds Books Oxford Level 5 Pack A
/ai/ ai ay eigh ey a a-e ae ea /ee/ ee e y ey ea e-e ie	Book 25	/ur/ ur ir er ear (w)or /u/ u o ou our /ar/ ar a al	Book 31
/igh/ igh i y ie i-e /oa/ oa ow o oe o-e ough eau	Book 26	/zh/ s si ge /w/ w wh u /f/ f ff ph gh	Book 32
/s/ s ss se ce c(e) c(i) c(y) sc st /e/ e ea	Book 27	<b>Alternative pronunciations</b> ch /ch/ /k/ /sh/ ie /igh/ /ee/ ow /ou/ /oa/ a /a/ /ai/ /o/	Book 33
/j/ j g(e) g(i) g(y) ge dge /ul/ le el al il	Book 28		
/yoo/ ue u ew u-e eu /oo/ oo u-e o ou -ough ue ew ui u	Book 29	/ch/ ch tch /chu/ ture /sh/ sh ch ti ci ssi sci /g/ g gu gue gh	Book 34
/oi/ oi oy /ou/ ow ou ough /or/ or our aw au al ar	Book 30	/eer/ ear eer ere ier /air/ air are ear ere /n/ n nn kn gn /r/ r rr wr rh	Book 35
		/m/ m mm mb mn /k/ c k ck ch qu /or/ or ore our oor oar aw al augh ough	Book 36

Now your child can read...					
Fully decodable: aligned to Letters and Sounds phases			Phonically-based reading: aligned to Letters and Sounds phases with a controlled number of taught context words		
					
<b>Oxford Level 5</b> Scruffbag (Partner Text) Too Much Pie! Mr Mildew and the Duke (Partner Text) The Case of the Missing Whisk Digging into the Past (Partner Text) The Bell Monster (Partner Text) Wild Art Spotted!	<b>Oxford Level 5</b> The Gale Please Do Not Sneeze The Missing Crystal Rowing Boats Mr Scroop's School The Haunted House	<b>Oxford Level 5</b> Jack and the Beanstalk The Magic Paintbrush The Moon in the Pond Oh, Jack!	<b>Oxford Level 5</b> Robot Zoo Bird Sounds Erik's Viking Adventure Can Fish Fly? One Potato, Two Potatoes Ants	<b>Oxford Level 5</b> Pip, Lop, Mip, Bop and the Bumbles The Festival of Colours Sometimes Mum is Silly! The Night Knight Snoot's Birthday Surprise Tomorrow Never Comes	<b>Oxford Level 5</b> Highest Mountain, Deepest Canyon Camel-Back Mountain Map, Compass, Explore! The Treasure Map Beast Feasts The Strange Beast

Appendix 2.

Rt Hon. Nick Gibb

Standards Minister Phonics November 2019

[http://www.olsjschool.net/website/rt\\_hon\\_nick\\_gibb\\_standards\\_minister\\_phonics\\_november\\_2019\\_letter/433167](http://www.olsjschool.net/website/rt_hon_nick_gibb_standards_minister_phonics_november_2019_letter/433167)

