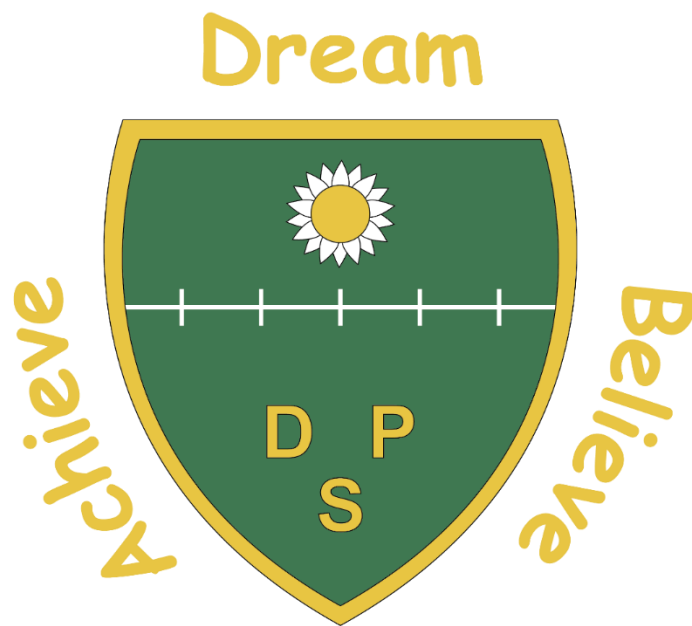


Daisyfield Primary School



Phonics Policy

2024 - 2025

The phonics curriculum

“A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them.”

National Curriculum for English 2014

Intent

At Daisyfield Primary School, we believe that phonics teaching is vital in order for children to become competent readers and writers. Reading is the key that unlocks the whole curriculum so the ability to efficiently decode is essential. We teach Essential Letters and Sounds (ELS) phonics and children learn the 44 common sounds in the English language and how to blend them to read and spell. ELS phonics programme matches the expectations of the national curriculum and the early learning goals.

We believe that phonics teaching should be:

- ✓ Systematic
- ✓ Discrete
- ✓ Interactive
- ✓ Practical
- ✓ Engaging

Impact

National Curriculum Age Related Expectations for the end of the school year:

By the end of EYFS children should:

- ✓ Say a sound for each letter in the alphabet and at least 10 digraphs;
- ✓ Read words consistent with their phonic knowledge by sound-blending;
- ✓ Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
- ✓ Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
- ✓ Write recognisable letters, most of which are correctly formed.
- ✓ Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- ✓ Write simple captions and sentences that can be read by others.

By the end of Year 1 children should:

- ✓ Apply phonic knowledge and skills as the route to decode words.
- ✓ Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.

- ✓ Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
- ✓ Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- ✓ Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.
- ✓ Read other words of more than one syllable that contain taught GPCs.
- ✓ Read words with contractions (for example, I’m, I’ll, we’ll) and understand that the apostrophe represents the omitted letter(s).
- ✓ Read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. Re-read these books to build up their fluency and confidence in word reading.

By the end of Year 2 children should:

- ✓ read accurately most words of two or more syllables
- ✓ read most words containing common suffixes
- ✓ read most common exception words.

In age-appropriate books, the pupil can:

- ✓ read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words
- ✓ sound out most unfamiliar words accurately, without undue hesitation.

In a book that they can already read fluently, the pupil can:

- ✓ check it makes sense to them, correcting any inaccurate reading
- ✓ answer questions and make some inferences
- ✓ explain what has happened so far in what they have read.

Tricky Words

Tricky words are currently harder to read and spell as children have not yet been taught the relevant GPCs. Words can also be harder to read and spell if they contain a schwa. Schwas are the unstressed vowel sounds within a word. These often sound like a short /u/, for example: ladder, elephant, again, author. Pronunciation of these words can vary, and so for some speakers a vowel may have a schwa sound, and for others the vowel may be pronounced as spelled, in which case the words are not harder to read or spell. ELS includes these words within the programme at the point where the graphemes have been taught, and through explicit modelling, teachers will demonstrate if the word contains a schwa. Tricky words are common in the English language, and it is important that children can read and spell them. When teaching a new Tricky word, teachers must always identify the graphemes within the word that make it tricky.

Aims

ELS teaches children to read using a systematic synthetic phonics approach. It is designed to be used as part of an early learning environment that is rich in talk and story, where children experience the joy of books and language whilst rapidly acquiring the skills to become fluent independent readers and writers.

ELS teaches 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.

ELS is based on simplicity and consistency, and the programme is delivered through whole-class lessons. Throughout ELS, we use the same teaching sequence – Show, copy, repeat – until each child is independent. The teaching sequence is the same in all stages of the lesson, from whole-class teaching to one-to-one intervention. Children are given the opportunity to hear and say each sound, first in isolation, and then within words and sentences. When introducing a new grapheme–phoneme correspondence (GPC), we use a mnemonic or rhyme with an accompanying picture to ensure that children understand. Children then hear this sound in the context of a word, and a picture and/or definition is given to support their understanding. Practice and repetition are key.

Curriculum

EYFS and Key Stage 1

Our children are provided with a variety of opportunities to develop and extend their phonics skills in and across Nursery, Reception and Key Stage 1. It will also be continued into Key Stage 2 where necessary to support those children who still need further intervention in phonic skills.

- ✓ **Planning:** ELS lesson plans are tightly structured and do not include any unnecessary activities. Repetition is used to help the children overlearn new knowledge, and is a key feature of all ELS lessons. To ensure the pace of ELS lessons, it is important that the teacher sets clear expectations and that children understand what to do. For example, teach children that ‘Me, then you’ means you want them to listen to you, and then repeat what you say exactly. The example ELS lesson plans (see ELS Handbook page 15) show what happens in each section of the lesson. For daily lessons there is no need for a written lesson plan because the interactive whiteboard presentations guide teachers through the whole lesson step by step.
- ✓ ELS provides an IWB presentation for every lesson. These presentations must be used consistently in every ELS lesson. The IWB presentations follow the familiar structure shown in the lesson plans (see ELS Handbook page 15). Most of the content for the lesson is on these presentations, and where a physical resource is needed this is clearly shown.

Lessons: Discrete phonics lessons take place daily across Reception and Key Stage 1.

Weekly lesson structure for teaching new phonemes and graphemes

Day 1	Day 2	Day 3	Day 4	Day 5
Review Teach new sound Practise Use the Apply sound-specific sheet Review	Review Teach new sound Practise Use the Apply sound-specific sheet Review	Review Teach new sound Practise Use the Apply sound-specific extract sheet Review	Review Teach new sound Practise Use the Apply sound-specific extract sheet Review	Review newly taught sounds for the week, previously taught graphemes, and harder to read and spell (HRS) words Practise – reading and writing words Apply – reading decodable books and writing phrases and sentences

Weekly lesson structure for review weeks and Phase 4 teaching

Day 1	Day 2	Day 3	Day 4	Day 5
Review Teach and practise Apply	Review Teach and practise Apply	Review Teach and practise Apply	Review Teach and practise Apply	Review Teach and practise Apply

- ✓ The fifth week of each term is assessment week. These weeks follow the same structure and lesson plans as the review weeks. The review weeks are there to support children in consolidating their understanding of all prior learning. The 'ELS term-by-term progression' chart shows where these occur. (See page 7 of the ELS Handbook)
- ✓ The lesson plans and interactive whiteboard presentations ensure that there is rigour, pace and fidelity in every lesson.
- ✓ ELS provides four main types of lesson plan:
 - Lesson Plan A: Phase 2 lessons for Weeks 1, 2 and 3 of Reception
 - Lesson Plan B: Day 1–4 lessons for Phase 2 (from Week 4), Phase 3 and Phase 5
 - Lesson Plan C: Day 5, Phase 4 and Review lessons (for Phase 2, Phase 3 and Phase 5)
 - Lesson Plan D: Day 1–4 lessons for Phase 5 alternatives

- ✓ Phonics teaching and learning does not stop at the end of Year 1. As children move onwards through the school, we continue to encourage them to use their knowledge of phonics as they tackle more complex books and learn to spell more sophisticated words.
- ✓ Where possible Phonics should be taught in a quiet space. A large carpet close to the teacher enables young children to sit easily during direct teaching, while tables and chairs allow them to sit and write properly, without balancing materials on their laps.
- ✓ **Terminology:** All teachers use the same approach to teaching segmenting and blending and also the same sound for phonemes, digraphs and trigraphs. We ensure that the correct terminology is used throughout school.
- ✓ Give, give, give
 - Give the GPC – share the new sound or spelling being taught.
 - Give the word – put it into context.
 - Give the meaning – ensure children can use the vocabulary.
- ✓ **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:
 - 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 'sound talk' or 'tracking the teacher' as you move around the room.
- ✓ **Spelling sequence** Encourage children to follow the sequence:
 - Say the word
 - Stretch the word
 - Segment the word
 - Blend the word
 - Count the sounds within the word
 - Say the whole word

This sequence can be used for any word where the children have been taught the GPCs within the word.
- ✓ **Classes:** ELS whole class, daily phonics teaching begins from the first days of Reception to the end of Year 1. Year 2 use whole class teaching of no-nonsense spelling. Birch class teach no-nonsense spelling to the Year 2's, with Phase 5 interventions where needed. The Year 1 children in Birch follow ELS, phase 5, year 1. Groups to be split between the Teacher and TA.
- ✓ **Resources:** All teachers have a range of resources to use which are appropriate for the level at which the children are working. They include practical resources such as the alphabetic code poster, sounds frieze wall poster, grapheme tiles, magnetic letters and sound mats,

word and sound flashcards etc. (all can be found in the ELS Handbooks Appendix or online on the Oxford Owl website). "Sound Talk" is used. Children to put their fingers on their chin to count each sound, using hand they don't write with. Sound talk is a segmenting activity. Staff are to use the flashcards to model letter formation and use the patterns on ELS program.

Teaching Sequence

- ✓ See page 7 of the ELS Handbook for weekly progression
- ✓ Phase – 1 – covered in nursery, all year – modelled by Teacher and then children to have access through Continuous Provision. Seven aspects:
 - Environmental sounds
 - Instrumental sounds
 - Body percussion
 - Rhythm and rhyme
 - Alliteration
 - Voice sounds
 - Oral blending
- ✓ Phase 2 – Reception Autumn 1
 - Oral blending
 - Sounding out and blending with 23 new grapheme phoneme correspondences (GPCs)
 - 12 new Tricky words
- ✓ Phase 3 – Reception Autumn 2, Spring 1 and Spring 2
 - Oral blending
 - Sounding out and blending with 29 new GPCs
 - 32 new Tricky words
 - Revision of Phase 2
- ✓ Phase 4 - Reception Summer 1
 - Oral blending
 - No new GPCs
 - No new Tricky words
 - Word structures – cvcc, ccvc, ccvcc, cccvc, cccvcc
 - Suffixes
 - Revision of Phase 2 and Phase 3
- ✓ Phase 5 – Reception Summer 2
 - Introduction to Phase 5 for reading
 - 20 new GPCs
 - 16 new Tricky words
- Year 1 Autumn 1 and 2
 - Revision of previously taught Phase 5 GPCs
 - 2 new GPCs
 - 9 new Tricky words
- Year 1 Spring 1 and 2
 - Alternative spellings for previously taught sounds
 - 49 new GPCs

- 4 new Tricky words
- Oral blending
- Revision of Phase 2, Phase 3 and Phase 4
- ✓ Phase 6 – Year 1 Summer, Year 2 and Key Stage 2
 - With ELS, phonics teaching does not stop at the end of Year 1, but continues as children move through the school, with links being made between their GPC knowledge and spelling
 - Revision of all previously taught GPCs for reading and spelling
 - Wider reading, spelling and writing curriculum
 - Year 2 (Term 1.1 is revisit of Phase 5 in no-nonsense spelling), all year – we use no nonsense spelling. Consolidating all previous learning. Birch class teach Phase 5 phonics until Summer Term. They then move onto no-nonsense spelling.

Year group	Term	Aut 1	Aut 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery In weekly planning		Aspect 1 – environmental sounds Aspect 2 – instrumental sounds	Aspect 2 – instrumental sounds Aspect 3 – body percussion	Aspect 4 – rhythm and rhyme Aspect 5 – Alliteration	Aspect 5 – Alliteration Aspect 6 – voice sounds	Aspect 6 – voice sounds Aspect 7 – Oral Blending and segmenting	Aspect 7 – Oral Blending and segmenting And re cap of Aspect 4 and 5 to consolidate
Reception ELS		Phase 2 /s/ /a/ /t/ /p/ /i/ /n/ /m/ /d/ /g/ /o/ /c/ /k/ /e/ /u/ /r/ /s/ Assess and review week R:1 /h/ /b/ /f/ /l/ l, the, no put, of, is to, go, into pull as, his	Phase 3 /j/ /v/ /w/ /ks/ /y/ /z/ /kw/ /ch/ /sh/ /th/ (voiced and unvoiced) /ng/ /nk/ /ai/ /ee/ /igh/ /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 3-4 Review week R:4 /oo/ (book) /ar/ /ur/ /oo/ (food) /or/ /ow/ /oi/ /ear/ /air/ /ure/ /er/ /oa/ Assess and review week R:5 Review week R:6 they, all, are ball, tall when, what	Phase 3-4 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	Phase 4 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	Phase 5 introduction /ai/ /ow/ /igh/ /ee/ – le /oi/ /ur/ /yoo/ /or/ /w/ /f/ /yoo/ /oa/ /or/ /ee/ /ai/ /ee/ Assess and review week R:14 /igh/ /oa/ /yoo/ /s/ oh, their people, Mr, Mrs your, ask, should would, could, asked house, mouse, water want, very
Year 1 ELS		Phase 5 Assess and review week Y1:1 Review week Y1:2	Phase 5 Revise: /or/ /ee/ /ai/ /ee/ Revise: /igh/ /oa/	Phase 5 Review week Y1:8 /ai/ (acorn)	Phase 5 /u/ (brother) Review week Y1:10 /j/ (gem)	All phases Review all previously taught GPCs for	All phases Review all previously taught GPCs for reading

	Revise: /ai/ /ow/ /igh/ /ee/ Revise: /oi/ /ur/ /(y)oo/ /or/ Assess and review week Y1:3 Revise: /w/ /f/ /(y)oo/ /oa/	/ (y)oo/ /s/ /ee/ /or/ (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	/ai/ (they) /ai/ (great) /ai/ (weight) /ar/ (father) /ee/ (he) /igh/ (find) /igh/ (by) /oa/ (go) /o/ (was) /oo/ (push) /y+/oo/ (music) /c/ (school) /sh/ (chef) /e/ (head) /ur/ (world) /ur/ (learn) /oo/ (soup) /oa/ (shoulder) /ee/ (brief) /v/ (have) /i/ (gym) Assess and review week Y1:9 /air/ (care) /air/ (there) /air/ (pear) /ch/ (catch) here, sugar, friend because	/j/ (fringe) /j/ (bridge) /s/ (listen) /s/ (fence) /s/ (house) /n/ (sign) /n/ (knee) /r/ (wrap) /m/ (lamb) /z/ (cheese) /z/ (freeze) /ear/ (cheer) /ear/ (here) /sh/ (patient) /sh/ -tion (station) Assess and review week Y1:11 /ar/ (half) /or/ (caught) /sh/ (session) /zh/ (vision) /sh/ -tious (scrumptious) /sh/ (delicious) - ous, -ion, - ian	reading and spelling, and teach further rarely-used GPCs (see Appendix ii)	and spelling, and teach further rarely-used GPCs (see Appendix ii)
Year 2 Use no-nonsense spelling word document for planning and adapt and annotate for each group.	Phase 5 recap – no- nonsense spelling	Phase 6 – no- nonsense spelling	Phase 6 – no- nonsense spelling	Phase 6 – no- nonsense spelling	Phase 6 – no- nonsense spelling	Phase 6 – no- nonsense spelling

Assessment

It is important that children's progress is assessed thoroughly, so that any gaps can quickly be identified. Assessment of the children's reading skills is key to ensuring that all children make rapid progress through the programme, and that they keep up rather than catch up. Using the assessment cycle alongside daily in-class assessments will ensure that all Teachers know where every child is in their early reading journey.

ELS is designed to remove the likelihood of 'gaps' in children's knowledge occurring, to avoid children falling behind and to ensure rapid progress where children are transferring their decoding and encoding skills to reading and writing. Assessment needs to occur in the fifth week of each half term, to allow all members of staff to target and close any gaps that may be present in either sound knowledge or reading skills. By undertaking assessment in the fifth week we are able to action a direct intervention before any upcoming school holidays.

ELS includes specific revision points throughout the programme. Each of these revision points focus on specific skills to support children's rapid movement through the programme, the consolidation of their understanding and the re-activation of knowledge.

Completing the diagnostic assessment

Phonics Tracker Assessment allows you to identify a gap in children's knowledge or understanding, or to assess new starters, to ensure that you are able to support them to make rapid progress, consolidate their skills and understanding and plugs any necessary gaps.

There are four parts to the assessment.

- Identifying code knowledge through sound/spelling recognition (Phoneme assessment) Next step: To revisit those sounds and ensure fluency is achieved in both reading and spelling.
- Identifying code knowledge within words and identify segmenting and blending skills (Segmenting/Blending assessment) Next step: If one of these skills show a weakness additional practise is needed, to revisit the sounds that were not recognized within words.
- Recognition of harder to read and spell words (High Frequency Words assessment) Next steps: Words that were not known to be revisited and revised until fluency is achieved

Completing the Half-termly Assessments

The Half-termly Assessment (Appendix vii of ELS Handbook) (please see **Appendix 1** for list of assessments to be completed on Phonics Tracker as the ELS Phonics Assessment)

Assessment is in Week 5 of each half term. It is designed to allow you to identify any gaps in children's developing phonic knowledge and reading skills, further supporting your daily assessment for learning.

Work through the assessment from the beginning, representing Phase 2, up to Phase 5 graphemes and the alternative spellings for known sounds. Using the grapheme cards that support the programme, test the child's recall of each taught grapheme and its corresponding sound.

Ask children to read the associated words immediately after completing the grapheme recognition. Children will read the same graphemes again within pseudo words to assess their knowledge out of context, and then within real words to assess their ability to decode and pronounce real words.

Repeat these steps until the children have come to the end of their GPC recognition. Don't test them beyond what they have been taught or are capable of recalling with fluency. If they get 5 wrong then you are to stop the assessment. Ask the child to read the words in the box below their last known GPC to ensure that they are able to apply this GPC to reading. Where children have been given a pseudo word, they can interpret the graphemes in any plausible way. Real words must be pronounced correctly.

Highlight the errors that are made on the assessment sheet. This makes tracking the changes over a period easier, and ensures that any required interventions can be quickly identified.

Once the ELS assessment is completed, Teachers then fill out the Daisyfield Phonics Tracker grid. To be secure in a phase, the child must score 82% or more in all areas assessed (Tricky Words, GPC and real and pseudo words). Phonics Tracker data can then be printed out and used alongside daily teaching, changing of Home Reading books and interventions. Being a working document and constantly annotated and updated.

Completing the Year One Phonics Screening Check practice

The Phonics Screening Check Example assessment (Appendix viii of ELS Handbook) should be completed each half term from Year 1 Autumn 1 Week 5, in addition to the Half-termly Assessment. As you work through the word list, explain to the children that they will be reading a range of real and pseudo words. Children can give any phonetically plausible pronunciation for pseudo words. Real words must be pronounced correctly. Children must not be prompted for their answer or asked to repeat themselves. You must accept their final answer, even if this is incorrect and they have previously given a correct answer. Please score the test out of 40. For the purposes of this test, a score of 32 indicates a pass. These are the same conditions expected for the Phonics Screening Check, and by introducing children to this style of testing early, we give them the greatest chance to achieve their potential, as it becomes a known and embedded routine.

Intervention

Children who still need extra support to develop their phonic knowledge across Key Stage 1 and 2 are identified and targeted for intervention. SEND children have access to quality first teaching and the teaching of phonics will be tailored to the children's individual needs.

ELS builds in opportunities to target children requiring additional support during the lesson. These children work with the class teacher during the Apply activity, to help them consolidate their understanding. Following this targeted teaching, the children will then complete the Apply activity independently. This can be done as the other children review their learning at the end of the phonics session, or later in the day. The Apply sheets have been designed so that the activities should take less than 10 minutes to complete.

A whole-class approach ensures that all children benefit from the full curriculum. Children who encounter difficulties are supported by the teacher throughout the lesson, and where further support is required, ELS has three interventions to ensure that any learning gaps are quickly filled (see ELS handbook page 24).

ELS is designed on the principle that children should 'keep up' rather than 'catch up'. Since interventions are delivered within the lesson by the teacher, any child who is struggling with the new knowledge can be immediately targeted with appropriate support. Over-learning, alongside a range of Apply activities, helps children who acquire phonic knowledge more slowly to succeed. Children's phonemic awareness supports them when learning how to read, and our rigorous and robust teaching methods ensure that all children build phonemic awareness. If children require further support to achieve the outcomes of the lesson and keep up with the pace of the programme, ELS interventions are to be delivered on a one-to-one basis between the child and the TA: **oral blending**, **GPC recognition** and **blending for reading**. These are intended to be short and concise and last no longer than five minutes. They can be delivered in isolation, or different interventions can be used together to support children each day. This helps ensure that children do not spend excessive time outside of the classroom or in group intervention sessions where they are removed from the rest of the curriculum.

During the input on the carpet, the TA should be most active – spot checking in with learners, observing from the front and identifying who isn't participating/engaging/needs support and getting over to check in with them and support them where needed. Knowing those children who might need additional support and going to check in with them after the review part of the lesson – potentially reviewing the flashcards again if they can see that they need additional support.

Outside of the lesson you can support children in the following ways:

- ✓ Spot-check their knowledge and if you know there is a specific GPC that they have struggled to recall give this to them or ask them to give you the GPC using the flashcard multiple times a day.
- ✓ Use the review part of the lesson to support consolidating GPCs. For example, if you have 70% recall within the whole class of a GPC continue to use that in your review flashcards, or, review these sounds in addition to the lesson to provide additional repetition and opportunities for all children to consolidate their knowledge and understanding.
- ✓ Use the 1:1 Oral Blending intervention to support this skill if it is still developing
- ✓ Use the GPC recognition 1:1 intervention to teach the missing GPCs
- ✓ Use the Blending for Reading intervention to support children in applying their new knowledge to reading, readying them to read from decodable texts containing the new GPC independently
- ✓ Review with flashcards throughout the day the new GPCs you are teaching in isolation
- ✓ Ensure that these children complete the in-lesson intervention to scaffold their understanding. They could then complete part of the apply activity book – writing the new GPC and any new harder to read and spell words

Parental Involvement

All parents with children in EYFS and key stage 1 will have the opportunity to take part in phonics training so that they understand phonics and can support their children at home with their phonics development. Parents are informed about the phonics programme: what is taught; how they could provide extra practice to develop accuracy and fluency; how the school will support children to keep up from the start through extra practice. Re-reading is a fundamental part of building an orthographic map – we can't do this without re-reading the texts and without doing this, we won't be able to read fluently. It is explained within the theory and pedagogy part of the ELS and there is a letter in the resources area online to explain this to parents. The purpose of decodables is that children should be able to read everything independently and with fluency. We need fluency for comprehension. If children read a book once and return it, they won't have orthographically mapped the words within. We need to read each word a minimum of 4 times to reliably recognise the sound to spelling correspondence and then read this word a number more time (child dependent) to be able to read it without decoding.

Special Educational Needs

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

- ✓ ensuring that all children can access every part of the lesson. There is repetition of activities and routines throughout every lesson. This ensures that every child achieves the outcomes of the lesson, that every child is supported in doing so and that cognitive load is reduced for every learner.
- ✓ ELS mnemonics and rhymes have been developed and created with this in mind and provide opportunities for teaching vocabulary as well as supporting spelling and letter formation. In every lesson, there is the opportunity to use newly acquired phonic knowledge to read. Every time the children encounter a word, caption or sentence, their new phonic knowledge is put into context.
- ✓ In the Day 3 and 4 lessons, children will read increasingly longer text extracts which are highly focused on the new GPCs taught. Children should be provided with the opportunity to re-read these extracts to support their developing fluency. The decodable readers sent home will support the repetition and re-reading that takes place within school.
- ✓ The e-books work on different devices meaning that they can be used for both front of class and small group or 1:1 setting.
- ✓ If a child can access the learning and maintain the pace of the programme but struggles to participate and engage meaningfully within a whole-class session this child could be taught by their 1:1 the same lesson as their peers and then join their peers for the review section at the end. This allows the child to maintain the pace of the programme, be included within aspects of the whole-class session whilst also having their individual needs met to ensure that they acquire the same GPC knowledge as their peers.
- ✓ If children are working behind the pace of the programme as they have specific SEND needs or an EHCP which means that they are not considered part of your data set for PSC

you can use the ELS e-books and resource to teach the child at their own pace of learning. This may mean that you break the lesson into 'parts' and teach with break in between each section or that you re-teach the lesson over a few days to ensure that the child is able to consolidate this information. This can then be supported by additional multi-sensory activities where appropriate.

- ✓ Adaptations for visually impaired learners can be made.
- ✓ This is monitored by analysing pupil performance throughout the school to ensure that there is no disparity between groups.

Monitoring

The Phonics Leader is responsible for Phonics through the school. This includes:

- ✓ Ensuring continuity and progression from year group to year group.
- ✓ Providing all members of staff with guidelines and a scheme of work (Letters and Sounds) to show how aims are achieved and how the variety of all aspects of phonics is to be taught.
- ✓ Advising and supporting colleagues in the implementation and assessment of phonics throughout the school.
- ✓ Assisting with the requisition and maintenance of resources required for the teaching of phonics, within the confines of the school budget.
- ✓ Monitoring the quality of teaching and learning in phonics across the school.

The class teacher is responsible for:

- ✓ Ensuring progressing in the acquisition of phonic knowledge and skills with due regard to the National.
- ✓ Developing and updating skills, knowledge and understanding of phonics.
- ✓ Identifying needs in phonics and take advantage of training opportunities.
- ✓ Keeping appropriate on-going records.
- ✓ Planning effectively for phonics, liaising with phonics leader when necessary.
- ✓ Informing pupils and parents of their progress, achievements and attainment.

Together, the headteacher and the Reading and Phonics lead should agree on:

- the detail of their roles
- expectations and assessment of progress for each age group (will monitor and evaluate data in Sept, Dec, Spring 2 and Summer 2.)
- timetables for phonics, reading and writing sessions, and story times
- the best organisation of teaching spaces and resources
- extra practice for the children who are making the slowest progress
- a timetable for practice and coaching for teaching staff

Monitoring and Review:

Name of Phonics Leader:

Sadie Nickson

Date: September 2024

Review date: September 2025

APPENDIX

Appendix 1

Assessment timetable for ELS

Each line corresponds to the title of the assessment within Phonics Tracker. Where there is not a GPC assessment, you can see this has been omitted from the grid. In some half terms, we assess word reading only as no GPCs have been taught OR we have too many different sounds to spelling correspondences to test as GPCs and instead read these GPCs in words.

Pseudo words are still part of the ELS assessments, and there is guidance on where you can find these below.

The HRSW (harder to read and spell words) are included under the high frequency words assessments. These are optional, you may not wish to assess these though it will support you to identify those that need additional review.

Where there is no assessment in the grid, this means that this type of assessment does not appear within the half term.

Reception

When to assess	Assessments	Assessment location on Phonics Tracker		
		Phonemes	Blending <i>(Real words and Pseudo words are separate assessments)</i>	High Frequency Words
Aut 1, Week 5	EY Aut 1	<i>EY Aut1 GPC</i>	<i>EY Aut1 Words</i>	<i>EY Aut1 HRSW</i>
Aut 2, Week 5	EY Aut 2	<i>EY Aut2 GPC</i>	<i>EY Aut2 Words</i> <i>EY Aut2 Words Pseudo</i>	<i>EY Aut2 HRSW</i>
Spr 1, Week 5	EY Spr 1	<i>EY Spr1 GPC</i>	<i>EY Spr1 Words</i> <i>EY Spr1 Words Pseudo</i>	
Spr 2, Week 5	EY Spr 2		<i>EY Spr2 Words</i> <i>EY Spr2 Words Pseudo</i>	<i>EY Spr2 HRSW</i>
Sum 1, Week 5	EY Sum 1		<i>EY Sum1 Words</i> <i>EY Sum1 Words Pseudo</i>	
Sum 2, Week 5	EY Sum 2	<i>EY Sum2 GPC</i>	<i>EY Sum2 Words</i> <i>EY Sum2 Words Pseudo</i>	<i>EY Sum2 HRSW</i>

Year One

Assessment location on Phonics Tracker				
When to assess	Assessments	Phonemes	Blending (Real words and Pseudo words are separate assessments)	High Frequency Words
Aut 1, Week 5	K1 Aut 1	K1 Aut1 GPC	K1 Aut1 Words K1 Aut 1 Words Pseudo	
Aut 2, Week 5	K1 Aut 2	K1 Aut2 GPC	K1 Aut2 Words K1 Aut2 Words Pseudo	K1 Aut2 HRSW
Spr 1, Week 5	K1 Spr 1		K1 Spr1 Words K1 Spr1 Words Pseudo	K1 Aut2 HRSW
Spr 2, Week 5	K1 Spr 2		K1 Spr2 Words K1 Spr2 Words Pseudo	
Sum 1, Week 5	K1 Sum 1		K1 Sum1 Words K1 Sum1 Words Pseudo	

Year 1 Summer 2 is a reading fluency text extract, this can be found on the ELS website.

Complete Phases/HRSW assessments

Assessment Location on Phonics Tracker and Corresponding Name			
Assessment Points	Phonemes	Blending	High Frequency Words
Phase 2	Phase 2 GPC	Phase 2 Words	
Phase 3	Phase 3 GPC	Phase 3 Words	
Phase 5	Phase 5 GPC	Phase 5 Words	
Phase 5 alternatives		Phase 5 alternatives Words	
EY HRSW			EY HRSW
K1 HRSW			K1 HRSW
All HRSW			All HRSW

