



**Connor Downs**  
Academy

*Phonics Policy and Teaching and  
Learning Guidance  
2021*

**Phonics at Connor Downs Academy**  
**Curriculum Rationale:**

*At Connor Downs Academy, the phonic scheme we follow is Letters and Sounds.*

*The Letters and Sounds guidance can be accessed: [here](#).*

*Letters and Sounds provides the structure, routine, taught sequence and progression for all phonic lessons at Connor Downs Academy. Teachers plan and deliver bespoke phonics provision, developed to meet the specific needs of all learners, based on their knowledge and understanding of each unique child.*

*At Connor Downs Academy, there is consistency across all EYFS and Key Stage 1 classrooms; all teachers adhere to this Phonics Policy and use RWI flashcards to support their teaching of our phonic scheme, Letters and Sounds. Resources, such as the RWI flashcards, can support the everyday teaching of Letters and Sounds but they are **only** the resources. The scheme we are using every day is Letters and Sounds.*

**Connor Downs Academy**  
**Phonics Teaching Timetable - 2020**

Year Group	Time	Teaching Staff	Location
Reception	<ul style="list-style-type: none"><li>9.00 a.m. - 9.30 a.m. daily (15 minutes reading and 15 minutes writing)</li><li>1:1/small group intervention throughout the school day</li></ul>	<ul style="list-style-type: none"><li>Mr Masters</li><li>Miss Pedley</li></ul>	<ul style="list-style-type: none"><li>EYFS unit</li></ul>
Year 1, Year 2 and participating pupils from KS2	<ul style="list-style-type: none"><li>9.00 a.m - 9.30 a.m. daily (four-way split)</li><li>1:1/small group intervention throughout the school day</li></ul>	<ul style="list-style-type: none"><li>Miss Bryant (KS1 - Phase 5)</li><li>Mrs Kitching (KS1 - Phase 6)</li><li>Mrs Hackett (KS1 - Phase 5)</li><li>Miss Hapton (EYFS/KS1 - Phase 3-5)</li><li>Miss Brownlee (KS1 - Intervention and catch up)</li><li>Mrs Ridge (KS2)</li><li>Mrs Smith - (KS2)</li></ul>	<ul style="list-style-type: none"><li>Year 1</li><li>Year 2</li><li>KS1 corridor</li><li>Hall</li><li>KS2 unit</li></ul>

		<ul style="list-style-type: none"> <li>• Miss Reed (KS2)</li> <li>• Mrs Smitheram (KS2)</li> </ul>	
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<b>Connor Downs Academy</b> <b>Phonics Long Term Plan - 2021/22</b>			
<b>Year Group</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Reception</b>	<ul style="list-style-type: none"> <li>• Phase 1 (half term 1)</li> <li>• Phase 2 (half term 2)</li> </ul>	<ul style="list-style-type: none"> <li>• Phase 2/3 (half term 1)</li> <li>• Phase 3 (half term 2)</li> </ul>	<ul style="list-style-type: none"> <li>• Phase 3/4 (half term 1)</li> <li>• Phase 4 (half term 2)</li> </ul>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>• Phase 3/4 (half term 1)</li> <li>• Phase 5 (half term 2)</li> </ul>	<ul style="list-style-type: none"> <li>• Phase 5</li> </ul>	<ul style="list-style-type: none"> <li>• Phase 5</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>• Phase 5 (half term 1)</li> <li>• Phase 6 (half term 2)</li> </ul>	<ul style="list-style-type: none"> <li>• Phase 6</li> </ul>	<ul style="list-style-type: none"> <li>• Phase 6 (into national curriculum)</li> </ul>
<b>KS2</b>	<ul style="list-style-type: none"> <li>• Bespoke, targeted intervention at the appropriate phase and stage of development</li> </ul>	<ul style="list-style-type: none"> <li>• Bespoke, targeted intervention at the appropriate phase and stage of development</li> </ul>	<ul style="list-style-type: none"> <li>• Bespoke, targeted intervention at the appropriate phase and stage of development</li> </ul>

### Expectations for the Teaching and Learning of Phonics:

- RWI flashcards have been purchased for all EYFS and KS1 staff. These flashcards must be used in each phonic session to support the teaching of Letters and Sounds, Phases 2 - 5. These flashcards are utilised to support both GPC and letter formation skills.
- In Year 2, Phase 6 of Letters and Sounds will be introduced and taught using the existing structure for teaching and learning. Pupils accessing Phase 6 of Letters and Sounds will be taught to become more fluent readers and more accurate spellers, in line with national curriculum expectations.
- All pupils in Reception, Year 1 and Year 2 must have their own yellow phonic workbook.
- All pupils should record in their phonic workbook daily, during each taught phonic session.
- Pupils in Reception must be taught to form letters using standard letter print.
- Pupils in Years 1 to 6 must be taught to form letters in either precursive script or cursive script.
- Yellow phonic workbooks should be marked during each phonic session. When marking, pupils' misconceptions, particularly those pertaining to spelling and letter formation, must be addressed. Where it is appropriate to do so, correct spelling and correct letter formation must be modelled for pupils.
- Where possible, pupils should be encouraged to cross through and correct their own misconceptions, with the support of teaching staff. Pupils' mistakes do not need to be rubbed out; mistakes are how we learn and pupils should be encouraged to embody this view.
- In Year 1 and 2, the 3 phonic groups accessing Phases 2 - 5 of Letters and Sounds must rotate each half term. This will ensure that each group is taught by the Year 1 teacher at least ones during the academic year. The Phase 6 group will remain with the Year 2 teacher. The teaching and learning of phonics, across all teaching groups, will be monitored by the KS1 English (Phonics) Lead.
- From September 2020, <https://www.phonicstracker.com> will be used to assess and monitor children's progress in phonics across all phases and stages of learning.
- Relevant assessments **must** be completed by the class teacher/class TA **once every 6 weeks**. Pupils in Year 1 (and those retaking the phonic screening check in Year 2) must be assessed against **both** the relevant phases of Letters and Sounds and prior screening check papers.
- Pupils will be allocated decodable reading books and these will be explicitly matched to their current phase and stage of phonic learning. These are located in the KS1 building and are organised according to phase and stage progression, beginning at Phase 1 and concluding with Phase 6. Pupils should receive a new decodable phonic reader, to support their learning at home, **at least** once per week. Revisiting an allocated book will support the development of our children's comprehension skills. The allocation of decodable readers should be managed at the discretion of the class teacher.
- Please note that at Connor Downs Academy, there is **no expectation** for EYFS and KS1 pupils to know and use technical vocabulary, such as 'phoneme', 'grapheme', 'digraph' and 'trigraph'. Whilst it is important that teaching staff know and understand this vocabulary, all vocabulary used during taught sessions must be as universally accessible and as age appropriate as possible. Staff teaching phonics must ensure that their use of phonic vocabulary is consistent in **all** taught sessions:

**Connor Downs Academy  
Phonics Glossary**

Technical vocabulary:	Vocabulary to be used at CDA:
<p><b>Phoneme</b></p> <p>The smallest unit of sound. There are approximately 44 phonemes in English (it depends on different accents). Phonemes can be put together to make words.</p>	<p><b>Sound(s)</b></p> <p>Children should be taught to read and write <b>the sound _</b>, <b>or the sounds _ and _</b>; this instruction is clear, concise and more accessible for children.</p>
<p><b>Grapheme</b></p> <p>A way of writing down a phoneme. Graphemes can be made up from 1 letter e.g. p, 2 letters e.g. sh, 3 letters e.g. tch or 4 letters e.g. ough.</p>	
<p><b>Digraph</b></p> <p>A grapheme containing two letters that makes just one sound (phoneme).</p>	<p><b>Special Friends</b></p> <p>Children should be taught that <b>all</b> graphemes containing <b>two or more</b> letters are <b>special friend</b> sounds.</p>
<p><b>Trigraph</b></p> <p>A trigraph is a single sound that is represented by three letters. Consonant digraphs are taught in Reception. There is then a whole range of vowel digraphs that are taught in Year 1.</p>	
<p><b>Consonant Blends (Phase 4)</b></p> <p>Consonant blends are a combination of 2 or 3 adjacent consonants in which each consonant sound is voiced, but blended together. Blends are often found at the beginning and/or ending of words. Sometimes, consonant blends are referred to as consonant clusters.</p> <p>Consonant blends include: bl, br, ch, ck, cl, cr, dr, fl, fr, gh, gl, gr, ng, ph, pl, pr, qu, sc, sh, sk, sl, sm, sn, sp, st, sw, th, tr, tw, wh, wr.</p>	<p><b>Super Blends</b></p> <p>Children should be taught that super blends are different to special friend sounds.</p> <p>Special friends are written representations of digraphs and trigraphs, whereas super blends are combined consonant phonemes that are blended using each phoneme respectively.</p>
<p><b>Grapheme Phoneme Correspondence (GPC)</b></p>	<p><b>GPC</b></p>

GPC is short for Grapheme Phoneme Correspondence. Knowing a GPC means being able to match a spoken sound to a written sound and vice versa.	<
<b>Oral Blending</b>  This involves hearing sounds and being able to merge them together to make a spoken word. Children need to develop this skill before they will be able to blend written words.	<b>Oral Blending</b>  <
<b>Blending</b>  This involves looking at a written word, looking at each sound/special friend sound and using knowledge of GPCs to work out which spoken sound each written sound represents and then merging these together to make a word. This is the basis of reading.	<b>Blending</b>  <
<b>Oral Segmenting</b>  This is the act hearing a whole word and then splitting it up into the phonemes that make it. Children need to develop this skill before they will be able to segment words to spell them.	<b>Sounding out</b>  <
<b>Segmenting</b>  This involves hearing a word, splitting it up into the spoken sounds (phonemes) that make it, using knowledge of GPCs to work out which graphemes represent those phonemes and then writing those graphemes down in the right order. This is the basis of spelling	<b>Sounding out</b>  <