

Newton International Academy -Phonics Policy 2024-2025

Introduction

Phonics is to be taught using the Jolly Phonics and Jolly Grammar schemes of work. In Key stage 1 children will be assessed on entry and streamed by ability across their year group. Classes will range from Set 1 through to Set 7 and then on to Jolly Grammar dependent on the ability of students. Phonics is taught in short, briskly paced sessions and then applied to reading and writing in a meaningful context. All activities are matched to the children's abilities and interests, and all classroom environments should have an age-appropriate display which includes sounds and tricky words covered. All documents relating to phonics will be available on the school drive

Aims and Objectives – Year 1

By the end of Year 1, children should:

- Have progressed from orally segmenting and blending to blending and segmenting with letters
- Begin to write simple sentences that are phonetically plausible
- Give the sound when shown any grapheme that has been taught;
- For any given sound, write the common graphemes;
- Apply phonic knowledge and skill as the prime approach to reading and spelling of unfamiliar words that are not completely decodable;
- Read and spell phonically decodable two-syllable words and three-syllable words;

Aims and Objectives – Year 2

By the end of Year 2 children have completed the Jolly Phonics assessment in its entirety and be in a position to start Jolly Grammar. They should know most of the common grapheme-phoneme correspondence (GPCs). They should be able to read hundreds of unfamiliar words, doing this in three ways:

- Reading the words automatically if they are unfamiliar.
- Decoding them quickly and silently because their sounding and blending routine is now well established;
- Decoding them aloud

Children's spelling should be phonemically accurate, although it may still be a little unconventional at times. Spelling usually lags behind reading, as it is harder.

During this phase, children become more fluent readers and increasingly accurate spellers.

Key Stage 1 Progression Map

The progression map gives a timeline of what sounds children should be learning and by when. Depending on the outcome of baseline assessments children may start at different points on the progression map. This is to ensure that all children are progressing and are not repeating or missing sounds.

Jolly Phonics Progression Map

Teaching				2 Week 3 Week 4 Week 5 Week 6 8	
Sounds of the week	s a t p i	c k e h	r m d q	o u l f b a i j o a i e e e o r z w n g v short oo	Long OO y x ch
Tricky Words				I he the she me	be we

Teaching	Week 9 Week 10	Week 11 Week 12	Week 13
Sounds of the week	sh th th qu qu ou oi er	ue ar Recap of letter sounds	

Tricky Words was to do of are Words
all Recap of Tricky

Jolly Grammar Progression Map

Teaching	Week 14	Week 15	Week 16 Week 17	Week 18 Week 19 Week 20	Week 21

Letter recognition	Continue revision of the 42 letter sounds				Teach hy for the ie sound
	- Teaching the y Spelling	- Teaching the	Teach	Teach	
	for the /ee/ sound.	'magic e'	ay for	ea for	
	- Revision of short vowels	a_e, e_e, i_e,	ai & oy	the ee	
	- Teaching that, in some	o_e, u_e	for oi	sound	
	words with short vowels the consonant is doubled	- Teaching ue and u_e for the oo sound.			

Tricky Words come some there so only old
you your said here they go no my one by like have

Teaching	Week 22	Week 23	Week 24	Week 25	Week 26	Week 27	Week 28	Week 29
	Continue revision of the 42 letter sounds							

Letter recognition	Teach ow for the oa sound	teach ir & ur for the er sound	Teach Teach ew for ow for igh for the ue the ou the ie and oo sound sound sound	teach - revise aw for ai, ay, the or a_e sound -Teach wh for w sound	Revise: ee as ee, ea, e_e
Tricky Words	little down	what when why	where any more who many before which	other because were want	saw put

Teaching		Week 31	Week 32	Week 33	Week 34	Week 35	Week 36
Letter recognition	Continue revision of the 42 letter sounds						
	Revise: ie as ie, y, igh, i_e	Revise: oa as oa, ue & oo ow, o_e as ue, ew, u_e or sound	Revise: Teach au and al for the or sound	Revise: oa and ou as ow	Revise er as er, ir, ur	Revise: or as aw. au, al	

Tricky Words	could should would	right does once two made upon four their always goes	also of eight	love cover after	every mother father
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Planning and Delivery Key Stage 1

Planning to be completed by Key Stage 1 teachers. Plans will be collaborative and shared across the whole of Key Stage 1. These will be given to the Year Leader and are to be taught by all class teachers within the phase. Short term plans will include direct teaching, differentiated activities, plenary and environmental suggestions for Set 1-7 or Jolly Grammar

Teacher input at the beginning of each lesson will recap on any previous learning and then introduce new learning pitched at the highest ability of the class. Activities will then be differentiated to suit the various abilities within the class with a plenary to consolidate the new learning.

Children will be streamed based on their ability which will be assessed with an entry assessment at the beginning of the year. Teachers will be assigned a specific group for the year and work through schemes of work specifically designed for that ability. Class teachers will be responsible for the phonics assessments of their own class.

The Classroom Environment- Key stage 1

Each class should have a phonics display throughout the year which should act as a working wall. It should display the sounds being covered or re-capped that week, images of items that begin with the sound and any work that relates to phonics to be displayed.

Each class room should have word mat resources available specific to the class they are teaching.

All classrooms should have a VCOP display permanently in the classroom to help with independent writing skills.

Assessment in Key Stage 1

There will be 4 assessments for Key stage 1. There are timetabled assessment weeks, during this time Phonics streaming will stop, and the phonics lessons will be used as assessment time.

Throughout the year the same assessment document will be used. Each new assessment will be marked in a new colour on the assessment document.

Assessment Week 1- First Week Back

Baseline assessment- Class teachers will work through the entire phonics assessment form Set 1-7 with all children. However, once the child is no longer able to answer correctly you will end the assessment.

This data will be collated by the DHOP who will use this information to place learners in the correct phonics groups for that term.

Baseline assessment- First 2 Weeks back in school- completed by Class Teacher

End of term 1 assessment – November 19th - 28th

End of term 2 assessment – February 11th - 20th

End of term 3 assessment – May 26th - 29th

All other assessments will take place within phonics groups, with data being passed on to the DHOP. Assessments taking place should be specific to the phase being taught that term in the class.