

**Mission Statement:**

Creating tomorrow's successful and caring citizens today.

# GFM Primary Phonics Policy



Policy Updated By	Latest Publish Date	Monitoring Cycle
Hira Amjad	January 2023	Annually

## Schedule for Development / Monitoring / Appendices/ Review

The implementation of this policy will be monitored by the:	<b>Principal and Senior Leadership Team</b>
The Policy will be reviewed annually, or more regularly in the light of any significant new developments. The next anticipated review date will be:	<b>January 2024</b>
Should serious incidents take place, the following external persons/agencies should be informed:	<b>Akram Tarik (Principal) and in his absence (Vice Principal)</b>

## Introduction

At GEMs Founders School Al Mizhar we are committed to the delivery of excellence in the teaching of Phonics. We aim to develop each child so that they are able to read with fluency as well as develop a love of reading that will stay with our students all their lives. At GFM, we encourage students to:

- gain a progressively deeper understanding of the phonetic structure of the English language
- practice and apply their phonic knowledge and skills to decode unfamiliar words fluently and accurately
- create fluent readers, confident speakers and willing writers
- develop a life-long love of reading

## Approaches to Phonics

We believe that phonics teaching should be systematic, discrete, interactive, practical, engaging and scaffolded.

## Teaching and Learning

Children are provided with a variety of opportunities to extend their phonics skills in and across FS, KS1 and into Key Stage 2, where necessary, to support those students who do not yet have the phonics knowledge and skills they need.

Daily phonics lessons take place. Phonics is taught formally and supported effectively by further opportunities in the environment to apply phonics skills. Each Phonics lesson includes Revisit/Review, Teach, Practice, Apply, Tricky Words. (see appendix 2 'Phonics Progression Map' for more details)

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## Common exception words

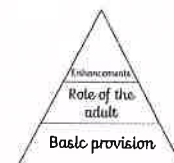
Students will be taught to read words that are not completely phonetically regular. At GFM, we call these our 'Tricky Words'. Students need to be taught to read these words on sight and to spell them correctly.

## **Phonics Assessment and Screening**

Assessment of phonics sounds takes place four times in FS2 and five times in year 1.

This is a tool used to inform assessment for learning and adapting the curriculum for the students.

The final Phonics Screening test in Year 1 takes place in the summer term. This assessment is a test with a pass rate aligned to UK standards and is reported to parents via a report card.



## **Outdoor learning and Continuous provision**

**Step 1- Basic provision-** e.g. Sound mats

**Step 2- Role of the adult** – To facilitate and challenge the children's learning through prompts – individual sound flash cards, modelling – different games set up and questioning.

**Step 3- Enhancements** - It is expected that all teachers enhance their outdoor provision for the strengths and needs of their class; this will be linked to the data collected from data captures, class SEFs and GAP analysis.

## **Parental engagement**

Bespoke workshops for FS, Year 1, Year 2 and Year 3 parents are held throughout the year in order to build a consistent approach between home and school. Teachers also provide resources and regular feedback to parents so they are well informed about their child's progress with phonics and reading.

Signed (Head of Primary) \_\_\_\_\_

Date Feb'23

Signed (Vice Principal) \_\_\_\_\_

Date \_\_\_\_\_

Signed (Principal) \_\_\_\_\_

Date February 2023

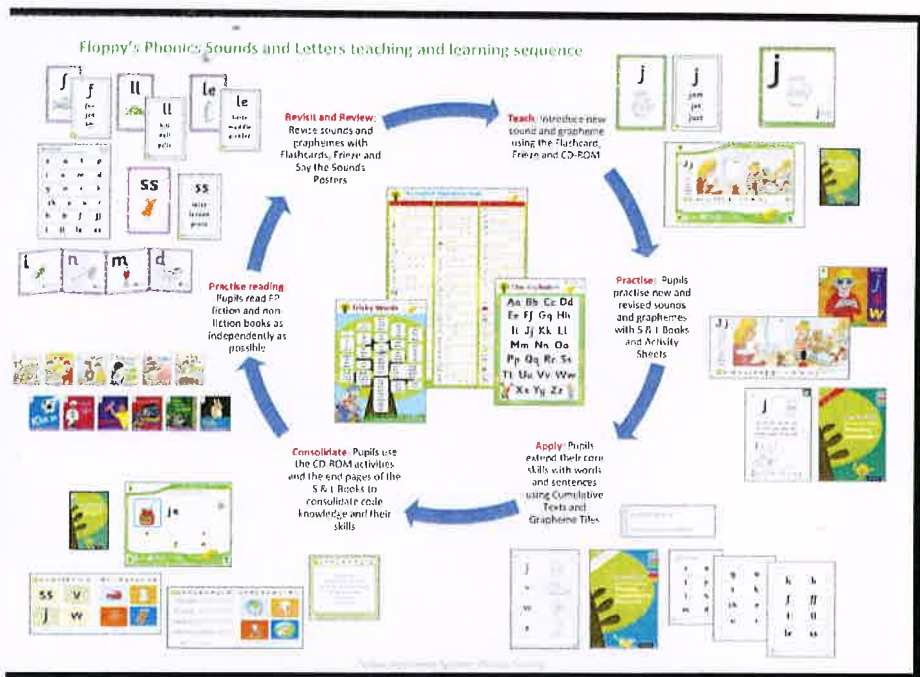
Policy review date: February 2024

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## Appendix 1 – Sequence of a lesson



### Phonics levels

Oxford Level	Letters and Sounds Phase
Level 1	Phase 1
Level 1+	Phase 2
Level 2	Phase 3
Level 3	Phase 3
Level 4	Phase 4
Level 5	Phase 5

<b>Revisit and Review</b> Revise sounds and graphemes with the <i>Flashcards</i> and the <i>Frieze</i> .	Session 1
<b>Teach</b> Teach focus sounds and graphemes using the <i>Flashcards</i> and the <i>Sounds and Letters</i> CD-ROM.	
<b>Practise</b> Practise new and revised sounds and graphemes with the <i>Sounds and Letters</i> Books and the <i>Sounds and Letters</i> Activity Sheets.	Session 2
<b>Apply</b> After the focus sound and grapheme is taught, use the <i>Cumulative Texts</i> for grapheme searches, reading and handwriting practice and use the <i>Grapheme Tiles</i> for spelling practice.	
<b>Consolidate</b> Use the <i>Sounds and Letters</i> Books and the CD ROM activities for revision and to consolidate learning.	For further practice and/or extension
<b>Further phonics practice</b> Read <i>Floppy's Phonics</i> Fiction and Non-fiction.	



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### Appendix 2 – Detailed progression map



FS1		
	Term a	Term b
Autumn	<b>Aspect 1-6</b> General Sound Discrimination Environmental sounds	<b>Aspect 1-6</b> Listening and Remembering sounds Talking about Sounds Onset and Rime
Spring	<b>Aspect 1-6</b> Rhyme and Rhythm Discrimination- Instrumental Sounds Talking about Sounds	<b>Aspect 1-6</b> Voice Sounds Alliteration Oral Blending and Segmenting
		<b>New phonemes: s</b>
Summer	<b>Recap phonemes: s</b>	<b>Recap phonemes: s, a, t</b>
	<b>New phonemes: a &amp; t</b>	<b>New Phonemes: p, i, n</b>

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Year 1		
	Term a	Term b
Autumn	<b>Recap phonemes:</b> s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss, j, v, w, x, y, z, zz, qu, ch, sh, th, ng, ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, ure, er, ve, cks, nk	<b>Recap phonemes:</b> s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss, j, v, w, x, y, z, zz, qu, ch, sh, th, ng, ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, ure, er, ve, cks, nk
	<b>New Phonemes:</b> None	<b>New Phonemes:</b> ay, ou, ie, ea, oy, ir
	<b>Tricky words:</b> I, to, no, go, into, the, he, she, we, me, be, you, are, her, was, all, my they	<b>Tricky words:</b> said, have, like, some, come (Numbers one to ten as winter homework)
Spring	<b>Recap phonemes:</b> s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss, j, v, w, x, y, z, zz, qu, ch, sh, th, ng, ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, ure, er, ve, cks, nk, ay, ou, ie, ea, oy, ir	<b>Recap phonemes:</b> s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss, j, v, w, x, y, z, zz, qu, ch, sh, th, ng, ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, ure, er, ve, cks, nk, ay, ou, ie, ea, oy, ir, ue(oo), ue(you), aw, wh, ph, ew(oo), ew(you), oe, au, ey
	<b>New Phonemes:</b> ue(oo), ue(you), aw, wh, ph, ew(oo), ew(you), oe, au, ey	<b>New Phonemes:</b> a_e, e_e, i_e, o_e, u_e, u_e <b>((LEVEL 4 and 5 COMPLETED))</b>
	<b>Tricky words:</b> so, do, little, one, were, what, when, out	<b>Tricky words:</b> there, their, oh, Mr, Mrs, people, could, looked, asked, called
Summer	Phonics Screening Batch 1	Phonics Screening Batch 2
	<b>Tricky words:</b> her, was, all	<b>Tricky words:</b> my, they

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### Year 2 - Spelling rules

Sounds

le, dge, tch, y, ea, o, eigh, a, ae, ea, e, ie, i, o, ough, ce/ci/cy, sc,  
ge/gi/gy, ge, el, al, il, u, o, ou, u, al, war, s, si, ge, ch, ch, wa, kn,  
gn, wr

Tricky words

should, would, because, here, were, father, mother, brother,  
sister, which, when, where

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## Progression Map

The Floppy phonics programme is used for teaching phonic at Gems Founders Al-Mizhar.

There are 6 levels.

The table below is a summary used as a guidance for Practitioners and Teachers.

Phase	Phonic Knowledge and Skills
Level 1	<ul style="list-style-type: none"><li>Activities are divided into seven aspects, including environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and finally oral blending and segmenting.</li></ul>
Level 1+ (Reception - FS2)	<ul style="list-style-type: none"><li>Learning letters of the alphabet and one sound for each</li><li>Blending sounds together to make words</li><li>Segmenting words into their separate sounds</li><li>Beginning to read simple captions</li></ul>
Level 2 and 3 (Reception - FS2)	<ul style="list-style-type: none"><li>Learning graphemes such as ch, oo, th representing the remaining phonemes</li></ul>
Level 4 and 5 (Throughout Year 1)	<ul style="list-style-type: none"><li>Now we move on to the "complex code". Children learn different ways of pronouncing the graphemes they already know such as ai, ay, a_e</li></ul>
Level 4 and 5 – Alternative spellings (Year 2)	<ul style="list-style-type: none"><li>Working on spelling, including prefixes and suffixes, doubling and dropping letters etc.</li></ul>

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**Phonics** - a method of teaching beginners to read

**Systematic** – describing something that is done in accordance with a system in place

**Segment** – To split a word up into its original phonemes

**Blend** – combining broken up sounds to make a word c-a-t 'cat'

**Sight-read** – to read without segmenting

**Grapheme** – a letter and represents a sound

**Phoneme** – a sound for example 'f' or 'ay'

**Digraph** – two letters that make one sound 'ay'

**Trigraph** - three letters that make one sound 'ay'

**Synthesise** – pulling together or blending

