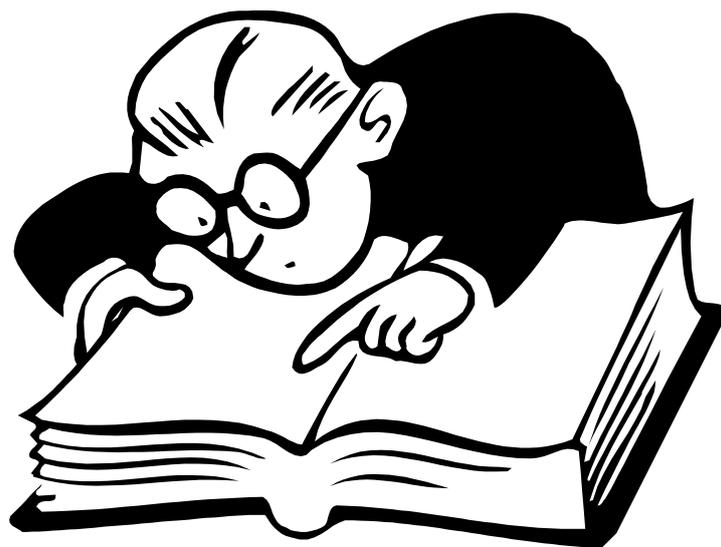


# Knockloughrim Primary School Linguistics Phonics Policy



September 2013

As a whole school we in Knockloughrim Primary School are committed to using the Linguistic Phonics approach to assist our children from P1 - P7 to learn to read, write and spell independently with accuracy, understanding and confidence.

This approach ensures that:

- A) Children develop key concepts about the way English is written.
- B) Children practise the skills essential for reading and spelling accurately.
- C) Children learn the sounds and the spellings of English.

### **A. Concepts**

Through the programme children will understand that;

#### **Concept 1**

##### Letters represent sounds

NB: Letters do not 'make' sounds they represent them and, as teachers and learning support assistants, we should be careful that, when we are teaching children to read, we use appropriate phrases to reinforce this e.g. 'what sound do you say for this?' (Pointing to letter or letters) not 'what sound does this letter make?'

## Concept 2

A sound can be spelled with 1,2,3 or 4 letters.

The English language contains single letter spellings i.e. in the word 'cat' c-a-t. These are relatively simple to read and spell. However, many sounds are spelled with two or more letters e.g. oa in boat, ou in out and igh in high. These present more of a problem for a non-skilled reader and may need to be pointed out by the teacher and practised by the child.

## Concept 3

In English the same sound is often written with different spellings (same sound, different spellings).

In English most sounds that we speak are represented by a number of different (various) sound pictures. The sound 's' for example is spelt in different ways in these words:

Sat, city, voice, mess, house.

New readers must learn that there are more ways than one to represent the same sound.

## Concept 4

In English, the same spelling can spell different sounds

E.g. <o> spells 'o' in dog, 'oe' in go and 'oo' in do. Readers need to be able to swap sounds around (trying the different possibilities) to read a word.

## **B. Skills**

### **1. Blending**

Because words are composed of sounds, in order to read we need to be able to blend sounds together and at the end 'hear' a meaningful word. Daily practise in the lessons will develop good blending.

### **2. Segmenting**

Because the English written language is a sound - spelling code it is important that children are taught to segment the sounds in words so they can read and spell with ease. Through segmenting children have the opportunity to notice the ways in which the individual sounds are spelled.

### **3. Phoneme Manipulation**

Skilled readers are able to add, change or omit sounds in words and understand how this manipulation of sounds makes new words. This skill of phoneme manipulation is essential so that a new reader can swap sounds around to deal with same spelling-different sound.

## C. Code Knowledge

For skilled fluent reading it is vital that children have a thorough knowledge of the spelling code of English.

The code is taught through active discovery. We concentrate on one sound at a time, focusing on the various ways that the sound can be spelled in various words. Each school year we extend the number of sounds taught and also the number of spellings covered e.g. for the sound 'ee':

(The order of teaching the sounds and spellings are included in the appendix.)

Children need the complexities of the written code to be pointed out to them and constantly revised and reinforced by the teacher, during daily reading and spelling activities. The code should not be allowed to remain a mystery to them.

The programme is based on extensive research which has isolated and examined the processes involved in learning to read. Each component of the programme is carefully designed so that the developing reader can be guided by explicit instruction at every critical point.

Through whole class instruction, extension activities, small group practice and one to one withdrawal, where necessary, all children in our school will be equipped with the necessary concepts, skills and knowledge to become independent at reading, writing and spelling.

As with all tasks some children will learn quicker and some will need extra practice and teaching. Each child's progress will be commensurate with their level of ability.

In Foundation Stage and Key Stage One, linguistic phonics will be taught daily for 30 minutes each session.

#### D. Key Words

We aim that all children will be able to read the grammatical 'high frequency' words easily and fluently, initially by sounding them out to ensure accuracy.

We will introduce/teach the key words as the spellings of the words are covered in the programme.

## Appendix 2.1

### Year 1

#### 1<sup>st</sup> Term

Daily 30 minute sessions

Sounds-Write Units 1-7

Introduce an average of two new sounds per week (reading and writing CVC words). By Christmas pupils will understand that two letters can spell one sound (e.g. bell, boss, buzz) and be able to read and spell words containing sounds from units 1-7.

#### 2<sup>nd</sup> Term

Sounds-Write Units 8 - 11

Children will be able to read and spell words containing adjacent consonants (four and five sounds). No new sounds/spellings will be introduced at this stage.

By Easter (or shortly after), children will have completed unit 11 (sh, ch, th, ck, wh, ng, qu)

#### 3<sup>rd</sup> Term

Sounds-Write Extended Code

Unit 2 - 'ay'

Unit 3 - 'ee'

Unit 4 - <ea>

Unit 5 - 'oe'

Unit 1 - <o>

## Unit 6 - 'er'

Children will begin work on the Extended Code (see appendix).

They will understand that the same sound can be spelled in different ways.

In some cases this will involve 'first spellings' (a limited number of the common ways to spell a sound).

They will also understand that the same spelling can represent different sounds.

## Appendix 3.1

### **Year 2**

Daily 30 minute sessions

Continue on from P1 programme.

This will involve extensive teaching of the Extended Code lessons combined with continued practise of the Initial Code sounds.

Children will also work on reading and spelling words of more than one syllable (polysyllabic words).

## Year 3 & 4

Daily 30 minute sessions

In years 3 and 4 we will continue to teach the sounds and spellings of the Extended Code. In many cases we will revisit a sound and cover 'more spellings' (complete list of spellings for a sound).

Children will continue to practise reading and spelling polysyllabic words.

Teachers currently holding a teaching certificate in 'Sounds-Write'

|                      |              |      |
|----------------------|--------------|------|
| Year 1               | Mrs Clarke   | 2011 |
|                      |              |      |
| Year 2/3             | Mrs Rogers   | 2012 |
|                      |              |      |
| Year 4/5             | Mrs McIntyre | 2012 |
|                      |              |      |
| Year 6/7             | Mr Wysner    | 2007 |
|                      |              |      |
| Classroom Assistants | Mrs McKee    | 2012 |
|                      |              |      |
|                      | Miss Wilson  | 2012 |

General Classroom assistants, Mrs Cahoon & Mrs Davidson. have received a short training session from Mrs Louise McMullan in the Sounds-Write principles. SEN Classroom Assistants, Mrs McKee and Miss Wilson also hold teaching certificates in Sounds Write Linguistic Phonics.

The school actively supports teachers in attending Sounds-Write training and assists with funding, where funds are available.

## The Initial Code

| UNIT | SKILLS   | KNOW                 | LEDGE  |
|------|--|----------------------|--|
|      | To segment, blend & manipulate phonemes in words with the structure:         | CODE                 | CONCEPTUAL   |
| 1    | <b>CVC</b>   | a, i, m, s, t        | Phonemes can be represented by graphemes with one letter |
| 2    |  | n, o, p              |  |
| 3    |  | b, c, g, h           |  |
| 4    |  | d, e, f, v           |  |
| 5    |  | k, l, r, u           |  |
| 6    |  | j, w, z              |  |
| 7    |  | x, y, ff, ll, ss, zz | Some graphemes are written with a double consonant       |
| 8    | <b>VCC and CVCC</b><br>2 consonants in final position<br>3 & 4 phoneme words |                      |  |
| 9    | <b>CCVC</b><br>2 consonants in initial position                              |                      |  |
| 10   | <b>CCVCC, CVCC and CCCVC</b><br>3 adjacent consonants<br>5 phoneme words     |                      |  |

|    |                               |   |
|----|-------------------------------|---|
| 11 | sh, ch, th, ck,<br>wh, ng, qu | Some graphemes are<br>written with two<br>different letters |
|----|-------------------------------|---|

## The Extended Code

Take from word lists - table