



Where learning's an adventure

Phonics Policy for the Early Years Foundation Stage

	Name	Signature	Date
Prepared by:			
Checked and Reviewed by:			
Approved by:	Name: Chair of Governing Body		
Document Title:	Policy – Phonics Policy for the Early Years Foundation Stage		
Version Number:	1	Date of Next Review:	

INTRODUCTION

At Copenhagen we follow the 'Read Write Inc.' phonics scheme.

Prior to this, we use the DfES Primary National Strategy document 'Letters and Sounds' for Phase 1 phonics.

In Reception, phonics is taught in place of whole class and adult-led group literacy lessons. Literacy is taught in a cross-curricular manner.

This policy should be read in conjunction with the 'Read Write Inc' Handbook.

ONE-TO-ONE TUTORING

"One-to-one tutoring catches children before they fall so all children learn to read the first time they are taught. It prevents the need for any later intervention.

One-to-one tutoring should be introduced as soon as a child cannot make good progress in the 'lowest' attaining group. Children making progress in this group may not need tutoring. Vulnerable children in Reception should receive tutoring as soon as they start the programme".

Read Write Inc. Phonics Handbook

Please refer to the RWI Phonics Handbook on p.87 for further details about one-to-one tutoring.

HOME LINKS

Nursery

- Nursery staff inform parents about what they are learning in phonics each week through a weekly letter.
- Once children start the RWi scheme, letter sound sheets are given to parents for them to practise the relevant letter at home.

Reception

- Staff inform parents about what they are learning in phonics each week through a weekly letter.
- Photocopiable RWI speed sounds sheets are sent home as they learn new letters.
- Ditty sheets are sent home at the appropriate time.
- Other resources to support phonics are sent home by the class teacher as and when is appropriate.

PARENT MEETING

- In the Autumn term each year, EYFS teachers hold a meeting for parents, which explains the phonics scheme to them and suggests how they can help at home. Teachers are available for questions and free resources are handed to parents to take home.

TIMESCALE

Term	Scheme	Points to note
------	--------	----------------

NURSERY		
Autumn	'Letters and Sounds'	<ul style="list-style-type: none"> • Main focus throughout Nursery is language comprehension and acquisition. • Model speaking in whole sentences. • Use second tier vocabulary with children- 'talking throughout the day' and 'talking through play', ("This morning children, Sumia looks sad. In fact, she does not just look sad, she looks upset and tearful"). • Use oral 'build a sentence'. • Set up 'perfect partners' to talk together on the carpet. • Introduce the management signals: MTYT, teacher hand up to be quiet etc.
Spring	'Letters and Sounds' Lots and lots of oral 'Fred Talk'!	<ul style="list-style-type: none"> • Could have a weekly list of words that are easy to Fred Talk in the Nursery context.
Summer	Begin the 'RWi' scheme Leave the '2 letters one sound' sounds until last (sh, qu etc.)	<ul style="list-style-type: none"> • Have a copy of the frieze up and teach the names of the mnemonics (dinosaur, net, mountain etc.) • 10 mins is ample time • Focus on teaching the hear it/say it ad read/it part of the lesson. • Practise the letter formation in the air and write it in small groups in the afternoon (this will need to be adapted for a.m. children who will not be turning FT before Reception). • Teach blending in small groups of 4 children if appropriate. • Make sure it is pacy, passionate and fun. • Praise them a lot and display their attempts at letter formation on low level display boards where children can stick up their own writing. • Staff to wear phonics aprons throughout the day and make use of opportunities to show the flashcards.

RECEPTION		
Autumn 1st half		<ul style="list-style-type: none"> • Children to have phonics books, (plain at the top and large spaced lines under). • Staff to wear phonics aprons throughout the day and make use of opportunities to show the flashcards.
Week 1- staggered entry	Recap 'Letters and Sounds' Phase 1	<ul style="list-style-type: none"> • Lots and lots of oral 'Fred Talk'!
Week 2	Recap 'Letters and Sounds' Phase 1	<ul style="list-style-type: none"> • Lots and lots of oral 'Fred Talk'! • Initial assessments for phonics
Week 3 until half term	Begin the RWi scheme	<ul style="list-style-type: none"> • Continue 'Letters and Sounds' Phase 1 throughout the day and in independent activities. • Children are taught as a whole class for the Set 1 sounds. • Following the whole class session, an adult works with small 10 minute focus groups for Word Time. Children who cannot work in a group due to poor concentration will need to have 1:1 support for 5 mins

		<ul style="list-style-type: none"> Lots of writing is encouraged in the class and outdoor area throughout the day.
--	--	---

Autumn 2nd half		<ul style="list-style-type: none"> Children who are not remembering the letters should be immediately identified and given top up lessons little and often throughout the day. They need to keep up now rather than catch up later!
Week 7 of the phonics scheme	Introduce Ditties	<ul style="list-style-type: none"> Once children know the Speed Sounds Set 1 at speed and can blend, they apply their phonic knowledge to Ditties, (bridge between reading single words and stories).
Week 13 of the scheme	Green and purple books	<ul style="list-style-type: none"> This can be started after only 2 weeks of the Ditty books for the most speedy children.