

Our Lady of Lourdes N.S

Phonics Policy

Introduction

We are reviewing the school's phonics policy as the previous policy is now outdated. We are continuing with the guidance given by Write to Read on the programmes Jolly Phonics and Words their Way. The decisions made on the organisation of these programmes in our school and the purpose and nature of the teaching of phonics are outlined in this policy.

Rationale

Phonics Instruction teaches children how to decode letters into their respective sounds, a skill that is essential for them to read unfamiliar words by themselves. It helps children develop skills which they can use in the development of reading, writing and spelling. It also aims to increase their confidence and enjoyment of literacy.

Aims

To enable children to

- Develop an awareness of the phoneme-grapheme relationship
- Blends the sounds in a word together to improve their reading
- Segment a word into sounds to improve their spelling and writing
- Recognise patterns in words
- Be more confident in reading, writing and spelling

Methodology

In our school we begin teaching Phonological Awareness skills in junior infants before we begin to introduce the phonics programme. It is important that the children have a good Phonological awareness knowledge before beginning Jolly Phonics. *“ Play with, recognise and manipulate sounds such as syllables, rhyme, onset-rime and phonemes in spoken words.” Primary Language Curriculum 2019.* Junior Infants need to be explicitly taught the six skills on

the Phonological Awareness Continuum. They can start the formal phonics programme of Jolly Phonics in January.

Jolly Phonics is the programme used in Junior Infants and Senior Infants. It is revised until October Mid term in 1st class. Phonological Awareness skills should continue to be taught alongside phonics lessons. The *Words their Way* programme is introduced in 1st class once the children are ready to progress. This programme is used all the way through to 6th class. The children are assessed 3 times per year and this informs the teacher of the level the children are at. There can be up to 4-5 groups in a class on different levels. (See Appendix A)

Review

We measure the success of the Jolly Phonics programme by assessing the children in Junior and Senior Infants regularly to see if they are achieving their targets.

We are keeping a record from June 2022 of the end of year assessments across the school to see if progress is being made with the Words their Way programme.

Special Educational Needs

The SET team is providing in class targeted support for the Jolly Phonics programme for classes up to first.

The SET team also provides in class/withdrawal targeted support for the teaching of the Words their Way programme from 1st to 6th class

Children that are continuing to struggle with the learning of phonics will be assisted by appropriate intervention(*We are trialling some interventions this year. We will add our findings to this policy in June 2022.*

Parental Involvement

The parents will be informed of the phonics programme that their child is using in class and they will be encouraged to help their child at home. Phonics is part of homework for every class

Parents will be given an introductory session in Jolly Phonics so they can assist their child at home.

Implementation and Review

This plan will be reviewed in 2023 and on a regular basis from that date.

Ratification and Communication

This plan was ratified by the Board of Management of Our Lady of Lourdes N.S. and parents will be able to view it on the school website.

Signed _____ **Date** _____

(Principal)

Signed _____ **Date** _____

(Chairperson of the Board of Management)

Date of next review; _____

Appendix A: Words Their Way

At the start of the year all children are assessed using one of the following assessments. These can be found at the back of the teachers guide book:

- Primary Spelling inventory
- Elementary Spelling inventory
- Upper Spelling inventory

When a teacher corrects these assessments it will be clear to see which level of spelling the pupil is at. This will inform the teacher of how to group the pupils and which book to use .

There are 5 books in the Words their Way programme:

1. Letter and Picture sorts for Emergent Spellers (Orange)
2. Word Sorts for Letter Name- Alphabetic Spellers (Red)
3. Word Sorts for Within Word Pattern Spellers (yellow)
4. Word Sorts for Syllables and Affixes (Green)
5. Word Sorts for Derivational Relations.(Blue)

Children in 1st class will start on Book 2 as they will have had a good foundation in emergent spelling after completing the Jolly Phonics programme. Only those children that have completed the Jolly Phonics programme will be able to start Words their Way after Halloween. Once the children start at the appropriate level they keep moving through the programme (must get 8 or more correct in weekly assessment) until they reach the end of Book 5.

Book 2:Red

- Review sorts for initial consonants
- Same-Vowel Word families with pictures-
at,an,ad,ap,ag,op,ot,og,et,eg,en,ug,ut,un,ip,ig,ill
- Digraphs and Blends picture sorts-
sh,th,ch,wh,st,sp,sk,sm,sc,sn,sw,pl,bl,sl,cr,cl,fl,fr,bl,br,gr,gl,pr,tr,dr,wh,
qu,tw

- Mixed vowel word families: at,ot,it,sn,un,in,sd,eg,ig etc
- Picture sorts for short vowels: Short a,i,e,o,u,
- Short vowels with final blends/digraphs
- Short vowels before ng,mp,nt,nd,nk
- Short o,or,a,ar
- Short a versus long a
- Short i versus long i
- Short o versus long o
- Short u versus long u
- Final k.ck,ke,k
- Short and long vowels cvc and cvvc
- Cvc pattern ai,oa,ee and ea

Book 3: Yellow

- Short and long a (CVC,CVVC -ai,ay)
- Short o and long o (CVC,CVVC,-oa, ow)
- Short u and long u (CVC,CVVC,-EW,-UE)
- Short i and long i (Cvce, Cvvc, -igh, -y)
- Ar, are, air, ar, or, er, ear, eer, ir, ur, ure, er, -e,
- Long -o, oi, oy, oo, wa, al, ou, ow
- Silent beginning consonant kn, wr, gn
- Triple r blends, scr, str, spr
- Consonant digraphs plus R blends (thr, shr), squ
- Hard and soft c and g
- Final e: -ce,-ve,-se,-ze, ire, ier

Book 4: Green

- Vowel patterns VC,VCC,VVC,VC
- Adding -ing to words with VC,VCC,VVC and VCe patterns
- Review of double , e drop
- Adding -ed to words and unusual past tense words
- Plural endings: adding -es unusual plurals
- Y+ inflected endings and compound words
- Open and closed syllables and inflected endings
- Long a, i, o, u patterns in accented syllables

- Syllable juncture in CVC, VCCV, VVCV AND VCCCV patterns
- Ambiguous vowels in accented syllables (oy/oi, and ou/ow, au, aw, al)
- R influenced a, o in accented syllables

Book 4: Blue

- Words with the w sounds before the vowel
- SHWA+ R spelled ER, IR and UR in first syllables
- SCHWA + R and R influenced E in accented syllables -ER, EAR, ERE
- Unaccented final syllable (le)

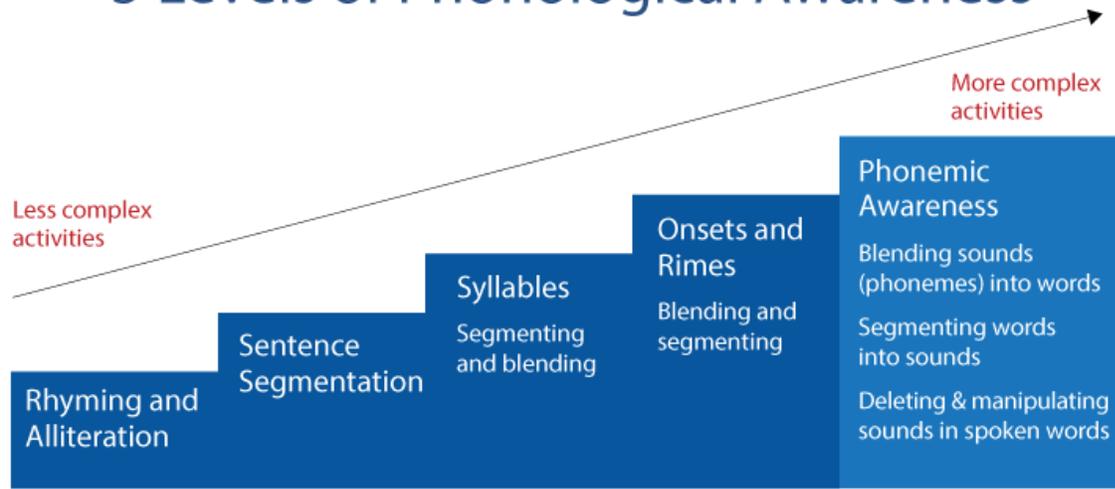
5th and 6th class: Blue

- Prefixes and Prefix assimilation
(in-, un-, dis-, mis-, pre-, fore-, post-, after-, re-, ex-, in-, de-, sub-, com-, pr0-, e n-, intra-, inter-, intro, circum, im-, il-, ir-, com-, col-, cor-, co-, con-, suf-, sup-, s uc-, sus-, ef-, ob-, op-, of-, oc-, ad-, ap-, as-, at-, ac-, cor-, con-, etc
- Suffixes (-y, -ly, -ily, -or, -ian, -ist etc
- Adjective suffixes- -ful, -ous, -ious
- Verb suffixes: -en, -ize, -ify
- Comparative suffixes: -er, -est, -ier, -iest
- Adding to base words (-ct, -tion, -sion, -ss, -t, -tion-ian, -ic, -te etc
- Consonant alliteration (silent and sounded consonant
- Vowel alliteration- long vowel, short cowl, schwa
- Greek and latin elements- micro-mega, super-hyper, magni-etc
- Greek and latin number prefixes- mono, bi, quad, quint, oct etc
- Greek roots: tele, phon photo, graph, geo, therm, scope, meter, mini, poly,
- Latin roots: spect, port, form, dic, aud, vis, gress, rupt, tract etc
- Greek and Latin roots: terr, astr/aster, are, hydra/hydro, cov/voke, psych, mem, ling/lang, path, sens/sent
- Predictable spelling changes in word roots: ceiv/cep, nounce/nunc, tain/ten,
- Accent and doubling- double, do not double
- Words from french- -ette, -et sounded and silent

Pupils who reach the end of the Words their Way programme may move on to word study activities, dictionary work etc. There are many extension activities listed in the Teachers Guide book.

Phonological Awareness Continuum

5 Levels of Phonological Awareness



Teachers will use a variety of resources to teach Phonological Awareness. “Becoming phonologically aware, i.e., becoming **attentive to** the sound structure of language, is an aural and oral skill.” Primary Language Curriculum 2019

- Nursery Rhymes
- Big Books and read aloud stories with focus on rhyming
- Prim-ed phonological awareness skills books 1-5
- Phonological Awareness Cards (Red+blue box)

Jolly Phonics Programme

- Junior Infants: Letter sounds A-Z (2-3 sounds per week)
- Senior infants: Revise Letter sounds A-z and introduce the vowel and consonant blends in the Jolly Phonics programme
- 1st class: Revise all 46 sounds until October mid-term.

Resources:

- Jolly Phonics songs & Big books
- Magnetic letters
- Flash cards
- White boards
- Phonics games
- Decodeable books