

South Hylton Primary School



Phonics Policy

Ratified and Adopted by Governing Body: October 2015

Signed: _____ Chair of Governors

Due for review: October 2018 (or if earlier review is necessary)

SOUTH HYLTON PRIMARY SCHOOL – PHONICS POLICY

South Hylton Primary School Phonics Policy

At South Hylton Primary School we aim to ensure all children become fluent and confident readers by the end of Key Stage One.

Rights Respecting School

At South Hylton Primary School we have been learning about the Unicef Rights of the Child by working with the UN Convention on the Rights of the Child (CRC). This document outlines all the rights children have regardless of where they live. We know that all children have these rights which guarantee them what they need to survive, grow, participate and fulfil their potential. Unfortunately, for some children these rights are denied. We have also learned about the responsibilities we have to ensure that these rights are met and have received recognition.

What is RRSA?

The RRSA recognises our achievement in putting the Convention on the Rights of the Child at the heart of our planning, policies, practice and ethos. By taking these steps, we are helping improve well-being and develop every child's talents and abilities to their potential. A rights respecting school not only teaches about child rights but also models rights and respect in all its relationships: between teachers/adults and pupils, between adults, and between pupils.

Our rights respecting school is one where:

- * young people gain self-esteem by learning about the rights they have from birth and build from there;
- * children learn the difference between wants and needs;
- * young people learn that rights bring responsibilities for adults and children;
- * everyone learns to use the language of rights, respect and responsibility;
- * adults and young people model rights-respecting behaviour and language;
- * children become active global citizens;
- * children gain a powerful voice.

Aims and Objectives

- To teach children aural discrimination, phonemic & rhyme awareness.
- To encourage children to segment and blend.
- To encourage repetition and consolidation, so that spelling and reading becomes automatic and independent.
- To learn to read and write all 44 graphemes in the English language.
- To teach children strategies to help them remember tricky words.
- To ensure that the teaching of phonics is fun, lively and engaging.
- To encourage children to apply their phonic skills in all curriculum areas.

SOUTH HYLTON PRIMARY SCHOOL – PHONICS POLICY

Teaching and Expectations

All Phonics sessions will follow the “revisit/ review- teach- apply- assess” format, as recommended in the Letters and Sounds document.

Foundation Stage

The expectation is that all children will have completed Phase 2 and 3 by the end of the Foundation Stage and will be ready to start Phase 4 in Year One. This is achieved through:

- Daily whole class discrete Phonics lesson, following “Letters and Sounds” covering Phases 1, 2, 3 and 4. Ability streamed after an initial period of assessment, using the individual Phonics Trackers.
- Daily whole class “Phonics” on IWB using online books and games following “Letters and Sounds” order.
- Daily Phonics intervention, both small group and 1-1: Jolly Phonics, 3 letter word-building, flashcards of tricky words and high frequency words, letter songs, whiteboard work, letters and sounds games etc.

Year One

The expectation is that all children will have completed Phase 4 and 5 by the end of Year One and will be ready to start Phase 6 in Year Two. This is achieved through:

- Daily whole class discrete Phonics lesson, following “Letters and Sounds” covering Phases 3, 4 (including consonant blends) and 5. Ability streamed informed by individual Phonics Trackers.
- Daily whole class “Phonics” on IWB using online books and games following “Letters and Sounds” order.
- Daily Phonics intervention for any child who has not met the expectations of The Foundation Stage (Phases 2 and 3) through small group and 1-1 sessions covering 3 and 4 letter word-building, flashcards of tricky words and HF words, whiteboard work, letters and sounds games etc.

Year Two

The expectation is that all children will have completed Phase 4 and 5 by the end of Year One and will be ready to start Phase 6 in Year Two. This is achieved through:

- Daily whole class discrete Phonics lesson, following “Letters and Sounds” covering Phases 4 (including consonant blends), 5 and 6. Ability streamed informed by individual Phonics Trackers.
- Daily whole class “Phonics” on IWB using online books and games following “Letters and Sounds” order.
- Daily Phonics intervention for any child who has not met the expectations of Year One (Phases 4 and 5) through small group and 1-1 sessions covering word-building, flashcards of tricky words and HF words, whiteboard work, letters and sounds games etc.

SOUTH HYLTON PRIMARY SCHOOL – PHONICS POLICY

Year Three

The expectation is that all children are secure in all six Phases by the end of Year Three. This is achieved through:

- Daily whole class discrete Phonics lesson, following “Letters and Sounds” covering the appropriate Phases as informed by the individual Phonics Trackers. Year group may ability stream if necessary.
- Daily Phonics intervention for children identified as having significant learning gaps in their Phonic knowledge, using through small group and 1-1 sessions covering word-building, flashcards of tricky words and HF words, whiteboard work, letters and sounds games etc.

Years Four, Five and Six

Daily whole class discrete Phonics to consolidate knowledge of alternative graphemes, spelling rules and conventions. Further regular interventions to run for children who have not completed the Letters and Sounds programme.

Assessment

- Informal assessment is carried out daily as part of the Phonics session.
- Individual Phonics Trackers completed half termly (using a different colour for each half term to identify progression) to inform streaming and interventions.
- Assessment information from intervention sessions is gathered and recorded by the TAs and is fed back to the class teacher at regular intervals.

National Phonic Screening

All children in Year One will be screened using the National Assessment materials in Term 6, end of June. If the children in Year One fail the screening they will be retested when they are in Year Two. This data will be submitted to the local Authority.

Resources

- Letters and Sounds https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/190599/Letters_and_Sounds_-_DFES-00281-2007.pdf
- Phonics Play <http://www.phonicsplay.co.uk/>
- Wordshark (on desktop).
- Floppy’s Phonics (on desktop) and hard copy books.
- BBC Words and Pictures www.bbc.co.uk/schools/wordsandpictures/
- Mr Thorne does Phonics <http://www.mrthorne.com/>
- Family Learning (links) http://www.familylearning.org.uk/phonics_games.html
- Primary Resources <http://www.primaryresources.co.uk/english/english.htm>

SOUTH HYLTON PRIMARY SCHOOL – PHONICS POLICY

Overview of Letters and Sounds

Phase 2: Letter sounds blend & segment (Applying pages 69-71)	
Week 1	s a t p
Week 2	i n m d is, it, in, at
Week 3	g o c k and
Week 4	ck e u r to, the
Week 5	h b f, ff l, ll ss no, go, I
Week 6	Revise Phase
HFW	a an as at if in is it of off on can dad had back and get big him his not got up mum but put
Tricky words	the to I no go into
Phase 3: Read and write captions and sentences (Applying pages 100-104)	
Week 1	j v w x
Week 2	y z, zz qu he, she
Week 3	ch sh th ng Alphabet song, we, me, be
Week 4	ai ee igh oa was
Week 5	oo ar or ur my
Week 6	ow oi ear air you
Week 7	ure er they
Week 8	her
Week 9	all
Week 10	are
HFW	will that this then them with see for now down look too
Tricky Words	he she we me be was you they all are my her
Phase 4: Recognition & Recall of previous phase (Applying pages 126-128)	
Week 1	said, so
Week 2	have, like, some, come
Week 3	were, there, little, one
Week 4	do, when, out, what
HFW	went it's from children just help
Tricky Words	said have like so do some come were there little one when out what
Phase 5: Recognition & Recall of previous phase (Applying pages 151-165)	
Week 1	ay ou ie ea /zh/treasure
Week 2	oy ir ue aw oh, their
Week 3	wh ph ew oe au people, Mr, Mrs
Week 4	a_e e_e i_e o_e u_e looked, called, asked
Alternative pronunciations	
Week 5	i (fin, find) o (hot, cold) water, where, who, again, thought c (cat, cent) g (got, giant) through u (but, put)
Week 6	ow (cow, blow) ie (tie, field) work, mouse, many, laughed, because ea (eat, bread) different er (farmer, her) a (hat, what)
Week 7	y (yes, by, very) any, eyes, friends, once, please ch (chin, school, chef) ou (out, shoulder, could, you)

SOUTH HYLTON PRIMARY SCHOOL – PHONICS POLICY

Weeks 8-30	Recognition and recall
HFW	don't old I'm by time house about your day made came make here saw very put
Tricky words	oh their people Mr Mrs looked called asked could
Phase 6	
Whole Phase	Suffixes: -s -es -ing -ed -s -er -est -y -en -ful -ly -ment -ness

Phonics glossary

blend — to draw individual sounds together to pronounce a word, e.g. s-n-a-p, blended together, reads snap

cluster — two (or three) letters making two (or three) sounds, e.g. the first three letters of 'straight' are a consonant cluster.

consonant digraph — two letters making one sound, e.g. sh, ch, th, ph.

vowel digraphs comprise of two vowels which, together, make one sound, e.g. ai, oo, ow

split digraph — two letters, split, making one sound, e.g. a-e as in make or i-e as in site

trigraph- three letters together which make one sound eg dge or igh

grapheme — a letter or a group of letters representing one sound, e.g. sh, ch, igh, ough (as in 'though')

grapheme-phoneme correspondence (GPC) — the relationship between sounds and the letters which represent those sounds; also known as 'letter-sound correspondences'

mnemonic — a device for memorising and recalling something, such as a snake shaped like the letter 'S'

phoneme — the smallest single identifiable sound, e.g. the letters 'sh' represent just one sound, but 'sp' represents two (/s/ and /p/)

segment (vb) — to split up a word into its individual phonemes in order to spell it, e.g. the word 'cat' has three phonemes: /c/, /a/, /t/

VC, CVC, CCVC — the abbreviations for vowel-consonant, consonant-vowel-consonant, consonant-consonant-vowel-consonant, which are used to describe the order of letters in words, e.g. am, ham, slam.