



PHONICS POLICY

HORIZONS EDUCATION TRUST
AMERICAN LANE, HUNTINGDON, CAMBRIDGESHIRE. PE29 1TQ

1. RATIONALE

This policy is an extension of the Literacy policy and will give a more specific outline of how phonics is taught at Spring Common Academy.

2. AIMS

Phonics at Spring Common Academy should offer all students the opportunity to:

- Access a structured programme at their individual level, which is measurable and continuous throughout their time at school
- Learn the 44 phonemes necessary to segment and blend words in the English language
- Improve their reading and writing skills to enable them to make progress in all curriculum areas
- Develop the basic functional literacy skills that will enable them to lead a more autonomous life in adulthood
- Develop a love of reading by using a wide variety of high quality texts

3. INCLUSION

We recognise that not everyone will learn to read in exactly the same way and there will be a few students who will access spelling, reading and writing through different means, for example 'whole word' readers. We aim to make our phonics lessons inclusive by planning for wider opportunities for learning such as; communication, comprehension and language development.

4. CURRICULUM ORGANISATION

In Early Years and Key Stage 1 students follow a structured programme for phonics, including phase 1 opportunities.

Key Stages 2 and 3 will follow a structured phonics programme that will gradually teach students to read and write the 44 phonemes. Students will be assessed at the start of the programme to ascertain their existing phonological knowledge. We track their progress through the school using an individual pupil tracker sheet (see Appendix A)

In Key Stage 4 and Post 16 phonics is taught discretely within the curriculum and with more of an emphasis on functional reading skills.

5. PHONICS PROGRAMME

The 44 sounds will be taught in a structured order using the StoryTime Phonics Programme:

StoryTime Phonics values:

- Holistic, whole class teaching approach
 - Systematic approach (Letters and Sounds)
 - High quality texts
 - Multisensory approaches to lessons and activities
 - Learning activities contextualised to the story
-
- **Phase 2** sounds taught. Students then blend these sounds to make words- e.g. mad, sat, sad, mat.
 - **Phase 3** sounds taught. Pupils can read cvc and ccvc words in class reading books and can use phonetic knowledge to spell simple words.
 - **Phase 4** – no new sounds are taught. The main aim of this phase is to consolidate the pupil's knowledge and to help them learn to read and spell words which have adjacent consonants, such as trap, string and milk.
 - **Phase 5** sound taught. At this stage the students will be taught the letter names (if they don't know them already). The students will now be taught more ways of writing the same sound. Letter names will now be used for spelling because children will be learning alternative graphemes for the same sound.
 - **Phase 6** will be taught by teachers to targeted students when it is suitable for them to learn.

6. PLANNING AND ASSESSMENT

- Teachers make a professional judgement about the pacing their class need to best access the phonics programme (some classes will focus on one sound a week, but we expect that it will vary for different learners)
- Teachers will take responsibility for adapting their timetable to include phonics lessons
- Planning will be differentiated to take into account whole class teaching
- Teachers will track progress using the Pupil Tracker template
- Teachers will use the High Frequency Word Tracker to assess known HFW (see Appendix B)
- Teachers can use the Assessment materials in Appendix C
- Reading and Writing SCALES link to phonics outcomes and are tracked on SOLAR

7. RESOURCES

StoryTime Phonics resources are kept in the cupboards in the library. Teachers are expected to sign out the resource packs so we can monitor them.

The website, <http://ttsstorytimephonics.co.uk/>, is accessible by all teachers. Log in details and password information can be obtained from the Literacy Manager.

Additional phonics resources in school can be used as supporting materials.

Assessment resources are saved in CURRICULUM TEAM – SUBJECT AREAS – English & Literacy – PHONICS – Pupil Tracker

8. MONITORING AND EVALUATION

It will be the role of the Literacy manager to review lesson plans and lessons on a termly basis and to check assessment data is being filled in and kept in the assessment folder. This is in line with the Whole School Monitoring Policy.

APPENDICES

Appendix A: Pupil Tracker

Class:

Pupil Name:

Date Updated:

Phase 2		Phase 3		Phase 5	
s		j		ue	
a		v		ph	
t		w		wh	
p		x		e-e	
i		y		ey	
n		z		ou	
m		qu		ir	
d		ch		ay	
g		sh		a-e	
o		th		ea	
c		ng		i-e	
k		ai		ow	
ck		ee		o-e	
e		igh		ew	
r		oa		u-e	
h		oo		aw	
b		oo		oy	
f, ff		ar		are	
l, ll		or			
ss		ur			
u		ow			
		oi			
		ear			
		air			
		ure			
		er			

Appendix B: High Frequency Words

Class:

Pupil Name:

Phase 2		Phase 3		Phase 5	
a		will		Mr	
dad		that		don't	
I		then		I'm	
mum		now		time	
big		she		saw	
it		this		Mrs	
at		with		old	
on		for		house	
to		he		came	
him		them		put	
had		down		called	
in		me		about	
no		my		your	
got		see		make	
go		too		oh	
an		was		could	
as		all		made	
can		look		very	
off		we		their	
not		you		people	
get		her		looked	
and		be		asked	
		they		by	
		are		day	
				here	

Appendix C: Additional Assessment Materials

Assessment A: Speed Sounds set 1

One tick- knows the sound. Two ticks can read at speed

m	a	s	d	t
i	n	p	g	o
c	k	u	b	f
e	l	h	sh	r
j	v	y	w	th
z	ch	qu	x	ng
nk				

Total known	/31	At Speed	/31
-------------	-----	----------	-----

Assessment B: Oral sound blending

Say the word in pure Sound Talk. Ask the student to say the word.

s-i-t	m-e-n	c-a-t
ch-i-n	c-u-p	n-e-ck
p-o-t	l-e-g	sh-o-p
p-a-n	b-a-ck	r-a-t
s-a-t	g-o-t	t-a-p
b-o-p	p-e-t	j-o-t
p-e-g	h-u-g	

Total	/20
-------	-----

Assessment C: Sound blending for reading speed sounds set 1

Ask the student to read the word in sound Talk, then say the whole word.

on	in	am	at	it
and	him	had	mum	mad

Total	/10
-------	-----

mid	gap	lid	fog	Pin
fig	mud	den	bug	dot

Total	/10
-------	-----

slip	press	flap	drop	Glum
best	jump	crash	hand	stand

Total	/10
-------	-----

Assessment D: Speed sounds set 2

One tick- knows the sound. Two ticks – can read at speed.

oy	ay	ow	igh	oo	oo
ou	or	ir	air	ar	ee

Known	/12	At speed	/12
-------	-----	----------	-----

Assessment E: Sound blending for reading speed sounds set 2

Must be able to read sounds at speed first.

Ask the student to read the word in Sound Talk, then say the whole word.

Real words

tray	steep	slight	blow	spoon	start
snort	firm	stair	cook	toy	cloud

Total	/12
-------	-----

Nonsense words

fleen	glight	stoon	snay	trow	sout
goy	flook	jair	kirn	dort	narf

Total	/12
-------	-----

Assessment G: Two syllable words

Ask the students to use sounds and syllables to read the words if he cannot read the words on sight.

gremlin	dishcloth	farmyard	cartoon
lightning	shallow	snowman	songbird
cookbook	kitchen		

Total	/10
-------	-----

Assessment H: Speed sounds set 3

One tick- knows the sound. Two ticks – can read at speed

a-e	ea	i-e	ai	oa	o-e
are	u-e	ur	ew	ow	oi
ire	ear	ure	er	aw	

Known	/17	At speed	/17
-------	-----	----------	-----

Assessment I: Sound blending for reading speed sounds set 3

Must be able to read sounds at speed first.

Ask the student to read the word in Sound Talk, then say the whole word.

Real words

fame	stream	kite	paint	groan	bone
spare	flute	burn	chew	brown	choice
spire	fear	cure	letter	frown	paw

Total	/18
-------	-----

Nonsense words

slake	floke	cleab	grike	Gure
snap	tice	cripe	sleam	buke

Total	/10
-------	-----

Assessment J: Multi-syllable words

Ask the students to use sounds and syllables to read the words if he cannot read the words on sight.

nightingale	compare	Describe
confuse	mistake	Spoilsport
conversation	enquire	Unforgettable
temperature	vicious	procession

Total	/12
-------	-----

Policy agreed on: 2020

Signed on behalf of the Trustees _____

Committee: CURRICULUM

Author: _____

Review date (optional): _____

Website **Y**/N