



PHONICS POLICY

**SPRING COMMON ACADEMY TRUST
AMERICAN LANE, HUNTINGDON, CAMBRIDGESHIRE. PE29 1TQ**

RATIONALE

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

AIMS

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

- Access a structured programme at their individual level
- Teach them the 44 phonemes necessary to segment and blend words in the English language
- Be measurable and continuous throughout their time at the school
- Improve their reading and writing skills to enable them to make progress in all curriculum areas
- Give them the basic functional literacy skills that will enable them to lead a more autonomous life in adulthood.

INCLUSION

Although we aim to include all students where possible in these sessions, as a special school with individuals who do not learn in exactly the same way there will be a few students who will access spelling, reading and writing through a different means. These students will be assessed and an individual programme will be designed for them that will use other strategies that best suit their learning needs.

CURRICULUM ORGANIZATION

In Keystage 1 students will continue to follow the early years model for all curriculum subjects including early phonics skills.

Keystages 2 and 3 will follow a structured phonics programme that will gradually teach students to read and then spell the 44 phonemes. Students will initially be assessed at the start of the programme to ascertain their existing phonological awareness and then organized into best fit groups to commence the programme at the right level

Keystage 4 and post 16 will also follow a structured programme, but with more of an emphasis on functional skills.

PHONICS PROGRAMME

Teach the 44 sounds in a structured order:

- m,a,s,d,t – sounds taught, students then blend these sounds to make words- e.g. mad, sat, sad, mat.
- Over coming weeks the rest of sounds taught are- 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. These sounds are also used to blend simple words when a small group of 5 letter sounds are secure. These sounds will be taught in the order that will best generate the most words to read and spell.
- Once these initial sounds have been taught and are secure to help them read cvc and ccvc words in class reading books they will move on to learning the sounds- ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou and oy. Again they will be able to read and spell these words within words containing these sounds
- 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.- ee(ea), oy(oi), a-e, i-e, o-e, u-e, aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure. And finally tion, cious and tious.

ASSESSMENT

Each child will have an ongoing phonics booklet that will assess their phonic ability on entry and then will be updated termly to show progress throughout the year.

Alongside this booklet will be a National Curriculum Key words booklets and results of half yearly standard reading & comprehension tests.

RESOURCES

Letters and sounds, Big Cat phonics and phonics resources already in school can be used. The Ruth Miskin programme and resources will be added to this to give teachers a structured and detailed lesson format that can be tailored to meet individual class needs and give all students a continuous style phonics teaching. In Lower school they will have the primary phonics handbook and in Upper school they will use the Fresh Start handbook organized for a slightly older student clientele.

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.

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
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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
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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
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mid	gap	lid	fog	Pin
fig	mud	den	bug	dot

Total	/10
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slip	press	flap	drop	Glum
best	jump	crash	hand	stand

Total	/10
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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
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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
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Nonsense words

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

Total	/12
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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
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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
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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
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Nonsense words

slake	floke	cleab	grike	Gure
snape	tice	cripe	sleam	buke

Total	/10
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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
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Policy agreed on: 2012

Signed on behalf of the Trustees _____

Committee: CURRICULUM

Author: _____

Review date (optional): _____

Website **Y**/N