



## A systematic synthetic approach to phonics - SCA 2022

### **Intent**

Phonics is to be formally taught from key stage 1 to Key stage 3 within the Spring Common Academy setting. (Early Years will dip into the level 1 phonics stage where themes fit with the topics they are covering). Pupils that are able to will be assessed and set within the Twinkl Phonics scheme.

The aim is to cover as much of the phonics progression from phase 1 to phase 6 with pupils that are able to access phonics within the curriculum. The main cohort to access this phonics scheme will be Key stage 1 and 2 with phase 6 covered in Y7 for the more able formal learners and a catch up intervention programme for those that are still making progress in Key stage 3 because it is at these curriculum stages that the majority of pupils are ready to access a more formal curriculum and retain the skills necessary to progress in phonics.

Access to a formal scheme will allow children to make steady progress and build on their skills as they move through Key stages 1 & 2. A formal scheme will enable teachers to assess the level of the pupils in their class and give them the knowledge and resources to help them move forward in their understanding.

The intent of following a formal structured scheme is to ensure progression through the different stages of phonics and to offer a clear well-resourced scheme for teachers to use. Children being offered the same learning as they move through key stages 1, 2 and some in KS 3.

### **Implementation**

The school has a clear phonics scheme of work and progression map that has a linear structured timetable that will be backed up by the Twinkl Phonics scheme and its resources.

In years 1 & 2 pupils ready to access a more formal curriculum will have opportunities to develop their knowledge, skills and understanding to use and discriminate their auditory, environmental instrumental sounds using the 7 aspects of phonics at level 1. Twinkl phonics offer a half termly programme that has a different theme and covers different aspects within that theme. Each theme has 5 large group or small group activities that

are multi-sensory and inclusive. At the end of Level 1 there is an assessment package that can identify which pupils are ready to move onto level 2. If pupils are ready for level 2 of Twinkl phonics they will learn the first 20 phonemes from phase 2.

In years 3 and 4 pupils will cover level 2 and level 3 of the Twinkl phonics scheme. This includes all 44 phonemes including the vowel digraphs. The children will be assessed when they enter year 3 and will be placed in an appropriate group, for 3 planned phonics lessons a week. Each lesson to be from 20- 30 minutes long. Pupils not ready to access level 2 of the scheme will continue to work at Level 1.

Each lesson will be planned, delivered and assessed by the teacher carrying out the phonics sessions. Teachers will be trained and have a high knowledge and skill in teaching synthetic phonics using the Twinkl Phonics scheme.

Each phoneme sound is to be taught for the 3 lessons in each week, breaking down what needs to be covered and giving ample time for over learning and revisiting of the sounds taught. A special emphasis to be given to blending as they complete the first 6 phonemes s a t p i n. At the beginning of years 4, 5 and 6, the Autumn term will be used to revisit phonemes taught the year before as retention of skills are sometimes lost within the six week break.

In years 5 and 6 if pupils have followed and retained the phonemes taught in years 3 and 4 they will progress onto levels 4 and 5. Again they will be assessed at the beginning of the year and placed within an appropriate group for 3 weekly phonics sessions 20- 30 minutes long.

Pupils ready to access phase 2 at the beginning of year 5 and pupils that struggled with phases 2 and 3 could use the Twinkl codebreakers which is a tailored catch up phonics programme for key stage 2. The characters and basic resources are similar but the emphasis is on a more mature cohort and age appropriate style for our pupils.

Pupils who have been unable to access the level 2 of the phonics scheme will continue with level 1 of the scheme through a specific individual and sensory diet tailored to their specific needs. Other pupils not able to access phonics will be taught through structured TEACCH and whole word learning if this best suits their learning style.

Pupils moving through to KS 3 who have made steady progress through the 5 levels will have level 6 embedded in their Literacy lessons to help support their independent reading and writing progress.

## **Impact**

Each half term throughout key stage 1, 2 & 3 pupils will be assessed and their progress tracked. Pupils falling behind or struggling can be identified quickly and appropriate steps taken to give them more help at this level or move them onto a more appropriate pathway that best suits their needs.

The success of the programme will also be evident in the pupil's developing reading, spelling and writing skills which will enable them to access the curriculum at a higher level and to make progress towards entry level assessments, necessary life skills and ultimately college.

Teachers will be able to follow a programme that is well resourced and planned and will be consistent throughout the key stage. This will help with their professional development in a systematic, synthetic approach to phonics.