

# Hill House International Junior School



## Phonics Policy

## Introduction

English and literacy teaching at Hill House International school is based on the conceptual model of the Simple View of Reading of which phonics is part of the word recognition aspect.

At Hill House International school the ***Letters and Sounds: Principles and Practice of High Quality Phonics (DCSF, 2007)***, the **2014 EYFS Framework** and the **2014 NC PoS** are used to plan and deliver the required pace and progression for phonics teaching in the Early Years Foundation Stage and Key Stage 1.

**It is expected that all teachers in EYFS and KS1 use this programme, have the subject skills and knowledge to teach phonics and be fully familiar with the document including the Notes of Guidance booklet. A Glossary is available in Appendix 1.**

Letters and Sounds is a synthetic phonics programme and is taught as the first (and fastest) step to decoding and encoding for most children. **Synthetic phonics** is as the term suggests mainly about learning to synthesise (blend) the **graphemes** (letter or letters) in the order in which they occur to pronounce a word; segment speech sounds (**phonemes**) in order in a word and select graphemes to represent them to spell the word.

### **Phonics teaching at Hill House International School:**

- is **time limited** aiming to secure fluent word recognition skills for reading and increasingly phonemically more plausible spellings for writing
- is **taught explicitly** through daily phonics sessions
- has **high expectations** for all children's attainment

It is fully recognised that children need a full repertoire of literacy and literary experiences including the development of speaking and listening skills to become:

- fluent readers who read for information and pleasure
- confident writers who write appropriate to audience and purpose

In **Reception and Year One** the programme uses **15-20 minute daily discrete phonics teaching** sessions as a key vehicle to teach skills and knowledge. Guided and independent reading and writing must be in place in class, allowing opportunities for children to consolidate and apply learning from the discrete session.

In **Year Two**, where the majority of pupils should be **working at Phase 6**, a minimum of five discrete phonic / spelling sessions should be planned for over a two week period.

Planned and differentiated follow up independent tasks should take place following approximately two of those discrete sessions.

As in Year 1, independent reading and writing should be in place to support application of learning.

**Children will be taught:**

- **the alphabetic code** and the skills with which to apply it in reading and writing in a systematic, pacy and incremental process; see Appendix 2 Pace and Progression overview
- to use **phonics as their first strategy** for decoding and encoding unfamiliar words developing automaticity for words they do know
- that **blending and segmenting** are reversible processes
- to read and spell, automatically, the common exception words (referred to as **tricky words** with the children) in order to support fluency and comprehension

**Children will experience:**

- **daily, whole class, discrete phonics sessions in YR and Y1** and into Y2 as appropriate where all children are participating most of the time; sessions should not last more than 20 minutes
- age appropriate, engaging, enjoyable, **interactive pedagogies**
- **motivating purposes** to apply phonics independently; a **stimulating learning environment** that supports them to do this
- phonics as one part of the **broad and balanced reading and writing provision**
- **high expectations** for their achievement from all adults
- **robust tracking** of their progress
- **differentiated provision** to support learning needs

**Expectations for phonics attainment**

- children are secure at **Phase 3 and working within Phase 4 by the end of YR**
- children are secure at **Phase 5 by the end of Year 1**
- children are working on **Phase 6 and moving into spelling** knowledge and skills by the **end of Year 2**

**Application Opportunities**

- It is vital that children apply their phonics skills and knowledge to reading and spelling activities outside the discrete sessions. Teachers must plan for this. Decodable texts matched to the Phonic Phase that pupils are learning, particularly at the early stages of learning to read, are vital if they are to experience independent reading from the outset. The same applies to

Spelling. Pupils should be expected to apply their knowledge of GPCs and tricky words to spell the words they need for their writing. Teachers should also use dictation of encodable sentences to provide opportunities for practising writing of full sentences and developing automaticity of known spellings and tricky words.

<b>What is taught?</b>			
<b>An overview of Phonics Teaching Content – see also 2014 NC Framework</b>			
<b>Phase</b>	<b>Year Group</b>	<b>Focus for teaching</b>	<b>Approx. duration</b>
<b>1</b>	Nursery (continuing through KS1 & 2)	<ul style="list-style-type: none"> <li>○ Auditory discrimination</li> <li>○ Auditory memory and sequencing</li> <li>○ Developing vocabulary and language comprehension</li> <li>○ Oral blending and segmenting</li> </ul>	On-going
<b>2</b>	Reception	<ul style="list-style-type: none"> <li>○ Teach Letter sets 1- 6</li> <li>○ Orally segment and blend CVC words</li> <li>○ Blend to read and segment to spell VC and some CVC words</li> <li>○ Teach reading of tricky words</li> <li>○ Read 2 syllable words and simple captions</li> </ul>	6 weeks  <b>secure by end of autumn term</b>
<b>3</b>	Reception	<ul style="list-style-type: none"> <li>○ Teach Letter Sets 7 and 8 and digraphs as listed</li> <li>○ Practise and consolidate blending to read and segmenting to spell CVC words using GPCs from phase 2 and 3</li> <li>○ Read and spell simple 2 syllable words and captions</li> <li>○ Teach reading &amp; spelling of tricky words</li> <li>○ Learn letter names</li> </ul>	12 weeks  <b>secure by end of summer term</b>
<b>4</b>	Reception / Early Y1	<ul style="list-style-type: none"> <li>○ Consolidate knowledge of graphemes from earlier phase in reading and spelling words with adjacent consonant &amp; polysyllabic words</li> <li>○ Teach reading &amp; spelling of tricky words</li> <li>○ Practice reading and writing sentences</li> </ul>	4 weeks
<b>5</b>	Year 1	<ul style="list-style-type: none"> <li>○ Teach further graphemes for reading</li> <li>○ Broaden knowledge of GPCs by: <ul style="list-style-type: none"> <li>• Teaching alternative pronunciations of graphemes for reading</li> <li>• Teaching alternative representations of phonemes for spelling</li> </ul> </li> <li>○ Teach strategies / general conventions to encourage increasingly accurate choice of graphemes to spell words</li> <li>○ Begin to teach some morphological conventions, prefixes</li> <li>○ Teach reading &amp; spelling of tricky words</li> <li>○ Practise reading and writing sentences, incorporating 2/3 syllable words</li> </ul>	Throughout Y1  <b>secure by end of summer term</b>
<b>6</b>	Year 2	<ul style="list-style-type: none"> <li>○ Learn rarer GPCs</li> <li>○ teach more morphological conventions e.g. inflected endings, prefixes and suffixes</li> </ul>	Throughout Y2 and on-going into

	o Consolidate knowledge and skills from previous phase encouraging automaticity in reading and spelling	KS2
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Each discrete phonics session focuses on small pieces of item knowledge and skills practice. This builds up cumulatively over time. Teachers should avoid putting in too much content or using complex pedagogy.

### How Phonics is Planned

**Sessions are planned using the format in Appendix 3.** This gives an overview of the week's whole class discrete phonics teaching. All teachers are expected to use this format. There is no need for detailed planning, use note form that is useful to class teacher and other adults. However planning must:

- **show the GPCs** to be taught in the week following the pace and progression as outlined above and detailed in the Letters and Sounds programme handbook e.g. the four GPCs for the week and **the 'tricky words'**
- the **four part teaching sequence** elements for each day
- indicate **purposeful application** opportunities outside of the discrete session i.e. through **continuous provision** in EYFS and **cross curricular opportunities** in KS1
- indicate the **use of additional adults** to support learning

Whilst the focus of discrete sessions should be on teaching phonic skills and knowledge, opportunities to widen and consolidate children's **vocabulary** should be taken whenever possible. Children should be encouraged to **articulate their learning**. Terminology should be used as appropriate.

Teaching children to read and spell **common exception words (tricky words)** should be incorporated into the discrete sessions. Words appropriate for each phase are set out within the *Letters and Sounds* programme, along with strategies to teach them.

Children need to know letter sounds in order to learn to read and spell words using a phonic approach. However, **letter names need to be taught** to enable children to talk about their learning, e.g. when working on digraphs. Letter names should be introduced by the beginning of Phase 3 at the latest.

### Resources for phonics teaching

Children should have **on-going access** to phonics resources in classrooms to promote independent application. Resources should be easily accessible by the children and their use modelled and promoted by adults.

Resources for the discrete session should be kept **simple and to a minimum** in order to avoid valuable time being wasted in the distribution of materials in what is a short focused session. Letters and Sounds does not provide resources e.g. GPC cards so additional resources can be used. The pace and progression in Letters and Sounds should be used, however, irrespective of resource used.

### **How Phonics is Assessed and Progress Tracked**

Assessment of phonic skills and knowledge, as well as the ability to read and spell tricky words, is an important aspect of assessing children's reading and writing.

Assessment statements are set out in Letters and Sounds to assess progress within phonic phases 2 to 5. From Phase 6, as the emphasis shifts towards wider spelling conventions, the **end of year PoS** for spelling should be used for assessment.

**Pupils should be assessed during whole class, guided and independent activities**, using observation and questioning as key tools. In addition, children's independent writing across the curriculum should be used to gather assessment information on spelling. This is **on-going formative assessment** for learning to inform teachers' planning and next steps in learning. In *Letters and Sounds* words and captions are provided in the appendices for Phases two to six. Teachers may find these useful as an additional resource to support assessment.

It may be appropriate for a child to be assessed individually if there is uncertainty over their progress. In such cases, assessment activities should still be carried out sensitively and using interactive, multi-sensory activities e.g. matching pictures to initial graphemes, bingo games. Appendix 4 of the Six-phase Teaching programme in *Letters and Sounds* also provides assessment tasks, which may be useful for individual use.

**Recording and Tracking progress – periodic assessment. The class teacher takes responsibility** for ensuring:

- o all pupils are assessed
- o the half termly tracking sheet is accurately updated each half term

Evidence gathered as part of daily assessment practices (AFL) should be used to review each child's attainment at the end of every half term. Teachers should determine the Letters and Sounds phase each pupil is **secure at and working on** and should record this **half-termly** on the phonic tracking sheet. This tracking sheet should be used by teachers to plan provision for the following half-term, ensuring that:

- o the discrete session is pitched at the appropriate phase to accelerate learning
- o independent and guided sessions are differentiated to support the needs of all learners

There is no requirement that children should have mastered all of the skills in Phase One - e.g. the ability to supply a rhyming word before beginning Phase Two. The boundaries between the phases should not be regarded as fixed and a **'best fit' judgement** should be made to ascertain the phase the pupil is working within.

#### **How phonics' teaching and learning is monitored**

The Literacy Subject Lead will monitor phonics teaching and children's attainment as part of the whole school self-evaluation processes. This will include:

- **observation** of the teaching of discrete phonics sessions
- conducting an **audit** of planning including application opportunities
- **sampling** of children's writing
- **reading** with children
- periodic **collation of phonics data** from tracking sheets
- **analysis of data** including the Year 1 Phonics Screening Check

#### **How we involve Parents and Carers**

It is important that parents are informed about how reading and writing are taught in school and how they can support their child in this. This should include information about how phonics is taught in YR and KS1.

**Parent/carers meetings and workshops** will emphasise:

- **clear articulation** of speech sounds by adults and children
- the importance of speaking and listening as a tool for learning
- practising of **oral blending and segmenting skills**
- the difference between **letter names and letter sounds**
- simple games and activities to promote **learning GPCs**

#### **Phonics in Key Stage 2**

Phonics teaching is time limited and the expectation is for children to be secure at Phase 5 by the end of Year 1/ early Year 2 in order that children are decoding automatically and efficiently to concentrate on reading for understanding and pleasure. Phase 6 moves into increasing the accuracy of word spelling. **Where children are not yet secure at Phase 5 on entry to KS2 teachers should continue to use and update the tracking sheet.** Consideration will need to be given to class and school based provision that will ensure children accelerate their learning in order to 'catch up' with their peers and access the KS2 curriculum.

This will be the subject of discussion between the class teacher, Phase Leader, SENCo and Literacy subject leader as appropriate as well as careful tracking of the child's progress

<b>Authorised by</b>	Resolution of the Proprietors
<b>Signed on behalf of the Proprietors</b>	Edmund Townend .....
<b>Date</b>	<b>20 September 2018</b>

<b>Effective date of the policy</b>	<b>20 September 2018</b>
<b>Review date of the policy</b>	<b>20 September 2019</b>



## Appendices

### Appendix 1

Glossary of phonics terminology	
phoneme	The smallest single identifiable speech sound in a word i.e. <b>sh/i/p</b>
grapheme	Letter or combination of letters representing a phoneme.
GPC	<b>Grapheme Phoneme Correspondence</b> The mapping of graphemes to phonemes.
alphabetic code	The system of sounds represented by letters or combinations of letters.
simple code	Children learn one grapheme for each of the 44 phonemes.
complex code	Children learn additional alternative graphemes for the 44 phonemes and alternative pronunciations for learnt graphemes.
encode	Separating a word into its constituent phonemes and writing the representative graphemes to spell the word.
blend	Draw individual sounds together to pronounce a word for reading
segment	To split words up into individual phonemes in order to spell
digraph	2 letters representing one phoneme
vowel digraph	2 vowels representing one phoneme e.g. <b>oa</b>
split vowel digraph	Digraph split by consonant ie, <b>s/i/t/e</b> , <b>h/i/d/e</b>
trigraph	3 or more letters representing one phoneme
adjacent consonants	Separate consonant phonemes blended in speech e.g. <b>flat</b> and <b>toast</b>
CVC word	The word structure of consonant phonemes and vowel phonemes e.g. <b>b/oa/t c/a/t sh/ee/p</b>
CCVC word	<b>s/t/o/p</b>
CVCC word	<b>m/i/l/k l/a/m/p</b>
pseudo word	A word consisting that resembles a real word, that uses GPCs but doesn't actually exist in the language.
“tricky words Common exception words	Common exception words are not phonically decodable. ‘Tricky for now words’ are those which the child has not yet learnt the relevant GPC to decode or encode them.
fidelity to the programme	Adhering to the pace and progression of a phonics teaching programme – not a ‘pick and mix’ approach.
reversibility/ reciprocity	Reading and writing are reversible processes. One informs the other. . Reading (blending) and spelling (segmenting) are reversible processes that are taught simultaneously in synthetic phonics.
syllable	A unit of spoken language consisting of a single uninterrupted sound formed by a vowel, diphthong, or syllabic consonant alone, For example, the word <b>water</b> is composed of two syllables: <b>wa</b> and <b>ter</b> .

Appendix 2

	Key skills and knowledge	Progression of GPCs	Tricky words
<b>Phase 1</b>  <b>EYFS and ongoing</b>	Distinguishing between different sounds in the environment , exploring and experimenting with sounds and words and discriminating speech sounds in words.  Show awareness of rhyme and alliteration Beginning to orally blend and segment phonemes.	None, this is an oral phase	None, this is an oral phase
<b>Phase 2</b> <b>Reception</b>	Knowing that words are constructed from phonemes and that phonemes are represented by graphemes.  Blending for reading and segmenting for spelling simple VC and CVC words.	1 s , a, t, p 2 i, n, m, d 3 g, o, c, k 4 ck, e, u, r 5 h, b, f, ff, l, ll, ss	the to I no go into
<b>Phase 3</b> <b>Reception</b>	Reading and spelling CVC words using a wider range of letters, short vowels, some consonant digraphs and double letters.  Reading and spelling a wide range of CVC words using all letters and less frequent consonant digraphs and some long vowel phonemes.	6 j, v, w, x 7 y, z, zz, qu 8 ch, sh, th, ng  ai, ee, igh, oa, oo, ar, or, ur, ow, oi er, ear, air, ure	he all she my we are me her be they was you
<b>Phase 4</b> <b>Reception</b> <b>Year 1</b>	Segmenting adjacent consonants in CVCC CCVC, CCCVC ,words and applying this in spelling.  Blending adjacent consonants in CVCC, CCVC, CCCVC words and applying this skill when reading unfamiliar texts.	No new graphemes taught at this phase	said what have like so do some there come one were out little when

<p><b>Phase 5</b> <b>Year 1</b></p>	<p>Using alternative ways of pronouncing and spelling the graphemes corresponding to the long vowel phonemes.</p> <p>Using alternative ways of pronouncing and spelling the graphemes corresponding to the long vowel phonemes.</p> <p>Reading phonically decodable two-syllable and three-syllable words and spelling complex words using phonemically plausible attempts.</p>	<p>New graphemes for reading ay, ea, ie, ou, oy, ir, ue, aw, wh, ph, ew, au, oe, a-e, e-e, i-e, u-e, o-e, Alternative pronunciations for graphemes: i, o, c, y, ow, ie, ea, er, a, y, ch, ou</p> <p>Further alternative spellings for phonemes</p> <p>Split compound words into their component parts</p> <p>Add common suffixes and prefixes to root words</p>	<p>oh their peopl e Mr Mrs looke d called asked could</p>
<p><b>Phase 6</b> <b>/</b> <b>Support</b> <b>for</b> <b>Spelling</b></p>	<p>Recognising phonic irregularities and becoming more secure with less common grapheme-phoneme correspondences in reading.</p>	<p>Secure reading and spelling words with different spellings for phonemes</p> <p>Add suffixes</p>	
<p><b>Year 2</b></p>	<p>Applying phonic skills and knowledge to recognise and spell an increasing number of complex words.</p>	<p>Add common prefixes to root words: Add common inflections: plurals, Discriminate syllables in multisyllabic words</p>	