

# HILL HOUSE

INTERNATIONAL JUNIOR SCHOOL



## Phonics Policy

The teaching of Phonics is an integral part of the curriculum in both the Foundation Years and Key Stage One classrooms. The teaching of phonics is of high priority to all teachers as it enables pupils to decode reading and encode spelling.

At Hill House we follow the phonics scheme 'Letters and Sounds' as a tool to help us achieve the best outcomes. Pupils are taught forty-four phonemes that make up all the sounds required for reading and spelling. As pupils grow in confidence and experience, they are introduced to alternative ways of representing the same sound (grapheme correspondence), eg. 'ee' can be represented as 'ee', 'ea', 'e-e', 'e'. The two key strategies taught are blending and segmenting.

At Hill House we ensure that our teaching of phonics is rigorous, structured and enjoyable. Pupils have discrete, daily phonics sessions where they are introduced to new phonemes and graphemes, can practise and revise previous learning and have the opportunity to apply the knowledge they have learned.

### **Structure of a typical Phonics Lesson**

- 20 minutes in length
- Revisit – link sounds to letters/recap
- Teach – new sound or new word
- Practise – e.g. matching games to recognise new sound/word
- Apply – Read or write using new sounds learnt

A mix of multisensory strategies is used to enthuse and engage the pupils, including the use of technology, magnetic letters, speaking and listening, songs, rhymes and practical activities. Pupils work with pace and are encouraged to apply their knowledge across the curriculum with any reading or writing activities. Pupils are exposed to 'alien words' (also known as nonsense words) for practice. Alien words are pseudo words made up of sounds a child has already been taught, for example words like 'drap' or 'lect'.

Alongside the teaching of Phonics, pupils have access to a language-rich environment where they are able to apply their decoding skills and develop language comprehension in order to 'read'.

### **The Phases – *Letters and Sounds is broken up into six phases.***

In the first few weeks of school the pupils focus on Phase One Phonics which teaches them listening skills. They need to have good listening skills before starting Phase Two – this includes mastering pre-reading skills such as rhyming, oral blending and identifying initial sounds in words. Pupils have opportunities to develop their communication, language and literacy skills on a daily basis in both adult-led and child-initiated activities.

## Phase 2

Sounds are introduced in sets:

- Set 1: s a t p
- Set 2: l n m d
- Set 3: g o c k
- Set 4: c k e u r
- Set 5: h b f ff l ll ss

Pupils also begin to read some tricky words e.g. the to no go into

Pupils are also beginning to write (CVC) & (VC) words e.g. sat, pat, mat, pin, tin

## Phase 3

More graphemes are introduced, most of which are made of two letters, for example, 'oa' as in **boat** or 'ow' as in **now**.

Blending and segmenting a wider set of larger CVC words, for example, **fizz**, **chip**, **sheep**, **light**.

Learn all letter names as well as sounds, and begin to form them correctly.

Read more tricky words and begin to spell some of them.

Read and write words in phrases and sentences.

## Phase Four

- Children continue to practise previously learned graphemes and phonemes and learn how to read and write.
- No further sounds taught at this phase.
- Reading and spelling two syllable words.
- Learning more tricky words.
- Tricky words: said, do, so, have, like, some, come, were, there, little, one, when, out, what

## Phase Five

- The children will learn new graphemes for reading and spelling.
- Alternative pronunciations for graphemes (for reading)  
e.g. ow – town/grow, oo – moon/door
- Alternative spellings for phonemes
- Rain hay make eight

## **Phase Six**

- Consolidating previous phases as needed.
- Applying phonic skills and knowledge to recognise and spell an increasing number of complex words.
- Introducing and teaching the tenses.
- Investigating and learning how to add suffixes.
- Teaching to spell long words.
- Finding and learning the difficult bits in words using learned strategies.

## **Fluid Teaching and Learning**

At Hill House, children are grouped according to their needs rather than their form class, so that children are accessing phases appropriate for their level of phonic knowledge. Children are moved when necessary, to ensure they are being supported or challenged appropriately. If a child is falling behind with their phonics, they are supported by additional phonics teaching as part of an intervention group specific to their ability and needs.

## **Websites we recommend to parents to ensure home support for children:**

<http://letters-and-sounds.com>

<http://www.phonicsplay.co.uk/index.htm>

<http://www.bbc.co.uk/cbeebies/fun-with-phonics>

<http://www.bbc.co.uk/schools/wordsandpictures/phonics/>