



PHONICS POLICY

This policy supports and works in conjunction with the Reading, Writing Policy and Handwriting Policy

Aims:

We want pupils at The Hyde Primary:

- To benefit from a systematic approach to the teaching of phonics from entry to school at 3 years of age.
- To enjoy the discreet teaching of phonics utilising a synthetic approach to phonics.
- To have regular access to high quality phonic teaching which secures the crucial skills of word recognition that enables children to read fluently, freeing them to concentrate on the meaning of the text.
- To enjoy a multi-sensory approach to learning phonics ensuring that the visual, auditory and kinaesthetic learning styles of children are engaged.
- To have secured automatic decoding skills allowing children to progress from 'learning to read' to 'reading to learn'.

Learning and Teaching: The Rose Report makes it clear that 'high quality phonic work' should be taught systematically and discretely as the prime approach used in the teaching of early reading. At The Hyde we ensure the efficiency of our phonic teaching by ensuring that:

- It is part of a broad and rich curriculum that engages children in a range of activities and experiences to develop their speaking and listening skills and phonological awareness.
- It is multi-sensory, encompassing simultaneous visual, auditory and kinaesthetic activities that are fun and engaging for all.
- It is time limited, such that the great majority of children should be confident readers by the end of Key Stage 1.
- It is systematic and follows the progression laid out in 'Letters and Sounds'. This reinforces and builds on previous learning to secure children's progress.
- It is taught daily, discretely and at a brisk pace.
- There are opportunities to reinforce and apply acquired phonic knowledge and skills across the curriculum in activities such as shared and guided reading. Children's attainment is carefully assessed to ensure progression.
- Phonics is taught as an integral part of reading with children taught:
 - Grapheme – phonemes in a clearly defined sequence.
 - To blend (synthesise) sounds (phonemes) in order through a word.
 - To segment words into phonemes for spelling.
 - That blending and segmenting are reversible processes.

Organisation of phonics at The Hyde

Planning – Planning should be updated daily using the agreed proforma. Assessments from each session should be used to inform the next session.

Groupings – Phonics should be taught as a whole class with clear differentiation to meet the needs of the children. This ensures quality first teaching for all and no ceiling to their learning. Children requiring extra phonic support should access this as additional to class sessions.

Assessment – There will be two assessment levels for phonics:

1. decoding and reading (taken from a range of sources: phonics, guided reading, shared reading and individual reading records)
2. spellings and application of segmenting and tricky words (judgement taken from weekly independent writing)





Expectations but assessment of the children should be used to inform teaching.

Nursery: All aspects of Phase 1.

Reception: Keep aspects of Phase 1 going alongside teaching of Phase 2, 3 and 4.

Year 1: Consolidation of Phase 4 and Phase 5. Phonics Screen during the Summer Term.

Year 2: Phase 6 using Support for Spelling as a reference. (Children who didn't pass the Year One screen test to take the test again during the Summer Term, plus any new arrivals who didn't sit the test in Year One)

Any children not secure in phonics by the end of KS1 should be addressed in KS2. Daily discrete phonics sessions may be likely to happen in Year 3 until children are secure. Children who arrive in KS2 with no phonological awareness will have catch up intervention sessions run by class teachers and TA's. Assessment should be used to inform this.

Subject knowledge to support teaching of phonics

Phonics is the skills of segmentation and blending and the knowledge of the alphabetical code.

Some definitions:

Phoneme	Smallest unit of sound in a word.
Grapheme	A letter or sequence of letters that represent a phoneme.
Oral blending	Hearing a series of spoken sounds (phonemes) and merging them together to make a spoken word. No text is used.
Blending	Merging the individual phonemes to pronounce a word.
Segmenting	Hear and say the individual phonemes within words. In order to spell, children need to segment a word into its component phonemes and choose a grapheme to represent each phoneme.
Digraph	A grapheme containing two letters that makes just one sound (phoneme).
Trigraph	A grapheme containing three letters that makes just one sound (phoneme).
Split digraph	A digraph in which the two letters are not adjacent –e.g. make
Homographs	Words that have the same spelling but differ in meaning and pronunciation.
Homophones	Words with common pronunciations but different spelling – e.g. to, too, two.
Syllable	One or more letters representing a unit of spoken language consisting of a single uninterrupted sound.

CVC – refers to the phonemes not the letters representing the phoneme. C is a consonant phoneme and V is a vowel phoneme. So *cat* is a CVC word (*c-a-t*) and in the same way so is *ship* (*sh-i-p*) and *church* (*ch-ur-ch*). CCVC and CVCC words are taught at Phase 4 and the same rules apply.

Teaching phonics requires a technical skill in enunciation. Phonemes should be articulated clearly and precisely.

f, l, m, n, s, r, sh, v, th, z – are longer sounds, ffff,

c, p, t, ch, h – are shorter more clipped sounds

b, d, g, qu, w, y, - are clean sounds that can be felt as you hold your Adams apple when saying them.

Consonant digraphs, ll, ss, ff, zz, are taught in Phase 2. When children are ready teach the rule of short vowel double consonant and long vowel single consonant. E.g. *hill*, *hail*. The sooner the children are taught this the easier it becomes to spell these words correctly and this knowledge is built upon throughout all other phases.

As alternative spellings for phonemes are taught at Phase 5 for reading also ensure children are taught best fit approach to spelling words containing these phonemes. E.g. the /ai/ phoneme, if followed by a consonant the best fit spelling would be 'ai' or 'a_e', if in the final position of the word best fit would be 'ay'.