

# **Hazel Slade Primary Academy**



## **Phonics Policy**

**2022**



# CONTENTS

1. INTRODUCTION.....	1
2. AIMS .....	1
3. CURRICULUM, TEACHING AND LEARNING GUIDANCE .....	2
4. PHONICS OVERVIEW AT HAZEL SLADE PRIMARY ACADEMY:.....	3

## 1. Introduction

At Hazel Slade Primary Academy we strive to ensure that all children become successful, fluent readers by the end of key stage one and believe this is achievable through a combination of strong, high quality, discrete phonics teaching combined with a whole language approach that promotes a 'Reading for Pleasure' culture.

To achieve the age-related expectations, children at the end of Key stage 1 need to read fluently at 90 words per minute. As children move into Key Stage 2, it is vitally important that even those who have made less than expected progress are able to read age appropriate texts independently and with fluency.

For children to engage with the wider curriculum, they need to be able to read well, making inferences and drawing on background knowledge to support their developing understanding of a text when they read. In order to achieve this children need to be able to draw not only on their phonic knowledge but also on their wider reading and comprehension skills, each of which must be taught.

The first step in this complex process is the link between spoken and written sounds. This policy is aimed at reinforcing a consistent, high quality approach to the teaching of phonics across foundation stage, key stage one and on into key stage two if applicable for children who still need this further support.

## 2. Aims

At Hazel Slade Primary Academy our aim is:

- To provide consistent, high quality phonics teaching that ensures all children have a strong foundation upon which to tackle the complex processes of reading and writing.
- To ensure progression and continuity in the teaching and learning of phonics throughout the school.
- To provide a text rich learning environment that encourages and develops oracy and literacy skills that are the fundamentals of our curriculum. Providing environments that model and promote a love of reading where children experience the joy of books and language whilst rapidly acquiring the skills to become fluent independent readers and writers.
- To ensure that systematic synthetic phonics, following the All About Phonics programme, is taught to children to enable pupils to:
  - ❖ Recognise, say and write all phonemes within each phase.
  - ❖ Apply and understand spelling patterns.
  - ❖ Use their phonic knowledge to blend and segment phonetically decodable words.
  - ❖ Use their phonic knowledge to read complex words and to recognise 'High Frequency' words from sight 'Tricky Words' (Harder to read and write words).
  - ❖ Read with fluency for both pleasure and to retrieve information.
  - ❖ Write clearly, accurately and coherently using phonic knowledge.
- For pupils to apply their phonic knowledge in their reading and writing across the whole curriculum when they enter Key Stage 2.
- To have robust assessment procedures to regularly check progress and identify pupils in need of intervention.

### 3. Curriculum, Teaching and learning Guidance

At Hazel Slade Primary Academy, we teach systematic synthetic phonics using the new Validated All Aboard Phonics programme and sequence. This is used throughout the school to teach phonemes, tricky words and specific and relevant vocabulary related to phonics. A key part of our programme is the reduction of the cognitive load, which can lead to particular groups of pupils not making rapid progress.

- The first aspect of phonics is taught in Nursery to embed listening skills, sound identification and rhyming and rhythm awareness. There is a large emphasis on developing speech and language skills and teaching oral blending and segmenting. This phase concentrates on developing children's speaking and listening skills and lays the foundations for the phonics work which starts in Reception. Nursery children are introduced to letter names and initial sounds in the spring term.
- Twice daily 20 minute phonic sessions in Reception and then daily phonics sessions in KS1 and regular small group interventions along with 20minutes reading. Integrating phonics skills are combined in cross curricular activities throughout the day.
- Well planned, high-quality, discrete phonics sessions taught using the 'sequence of teaching' structure as set out in the All Aboard phonics document:

Staff follow the five-part lesson sequence:

**Revisit** – recap on previously taught sounds.

**Teach** – teach a new sound or word.

**Practise** – provide opportunities to practise saying and reading the sound through games and activities for children.

**Apply** – apply the new skill to read and write words, captions and sentences. Review- Review sound previously taught

- A school overview of which order and when to teach each phase from All Aboard Phonics programme.
- Fast paced, well-structured lessons to ensure pupils receive clear direct instruction with opportunities to practise and apply that build on their prior learning and reduce cognitive load. Repetition and reinforcement of learning is key within all phonics lessons.
- New phonemes are introduced and modelled using a pre-agreed action and mnemonic phrase
- Lessons will use cooperative learning techniques to ensure all children participate fully.
- High frequency words (or tricky words) are taught as set out in the All Aboard Phonics programme.
- Phonetic vocabulary is explicitly taught and referred to by staff and pupils within lessons, e.g. trigraph. Consistent use of terminology by teachers, children and parents.
- Ensure sounds taught are 'pure' and soft sounds. e.g. sss not 'suh' as this is central to phonics teaching and the children's ability to blend and segment sounds in words.
- Arrange seating carefully during sessions, so that pupils are seated where they can clearly see the adult's mouth to support the correct pronunciation of sounds.
- Phoneme buttons are used to support in phonics teaching to distinguish the sounds within words and support reading.
- Ensure Staff are trained, supported and regularly observed to ensure consistency of teaching across the school.

- Developed working wall, phonics displays that include previously learnt phonemes and tricky words and display the sound being taught in each lesson. Children will be encouraged and taught to engage with these displays to reinforce their learning in the daily sessions and to support writing and reading across the curriculum.
- Regular and manageable assessment to ensure that all children ‘keep up’ rather than ‘catch up’ within lessons. Follow a thorough assessment procedure to track and monitor children’s progress in developing and applying their phonics knowledge. Children are tracked using a Phonics Tracker. The data from these assessments is analysed and used to identify gaps and inform planning for interventions. Staff submit tracking sheets to Phonics Subject Lead and the English Leader for monitoring and guidance.
- Books within the school are phonetically decodable and include tricky words, these come from a variety of sources including Oxford Owl and Read Write Inc and compliment the full teaching of phonics and reading for our pupils. They are sequenced in the same order as the All Aboard Phonics Programme and children are provided with a range of texts including fiction, non-fiction and traditional tales. Children have exposure to a range of texts to promote reading for pleasure.

## 4. Phonics overview at Hazel Slade Primary Academy

### Phase 2 (6 weeks)

#### Early Years Foundation Stage (EYFS) - Reception

Week	Focus	Tricky Words
1	s a t p	
2	i n m d	
3	g o k c CVC/s words	
4	ck e u r	the to and is
5	h b f l double consonants	
6	Revision / Assessment	I go no of

### Phase 3 (12 weeks)

#### EYFS - Reception

Week	Focus	Tricky Words
1	j v w x	
2	y z qu	we me be
3	sh ch th ng	he she
4	ai ee igh oa	was my
5	oo ar or	live
6	ur ow oi	you
7	ear air er	they
8	Revision	are
9	Revision	all
10	Revision	what
11	Revision	
12	Revision / Assessment	

## Phase 4 (6 weeks)

### EYFS - Reception

Week	Focus	Tricky Words
1	CVCC	said so
2	CCVC	have like some come
3	Revising two syllable words	were there little one
4	Revision	do does when out here says love
5	Revision	
6	Revision / Assessment	

## Phase 5

### Throughout Year 1

#### Unit 1 (New Graphemes)

Week	Focus	Tricky Words
0	Revision of previous phases	
1	ay ou ie ea	Mr Mrs Ms
2	oy ir ue aw	their people oh there
3	wh ew oe	looked asked called
4	au ey i_e o_e	could should would
5	a_e u_e e_e ph	
6	Revision / Assessment	

#### Unit 2 (Reading Focus)

Week	Focus	High Frequency Words
7	Alternative phonemes for <a> and <y>	the and to said eye
8	Alternative phonemes for <c> and <ch>	he of know was you
9	Alternative phonemes for <ea> and <ear>	they on she is for
10	Alternative phonemes for <ey> and <g>	at his but that with
11	Alternative phonemes for <i> and <ie>	all we can are great
12	Alternative phonemes for <o> and <oo>	had my her what says
13	Alternative phonemes for <ou> and <ow>	out this have went be
14	Alternative phonemes for <s> and <th>	like some so not then
15	Alternative phonemes for <u> <ue> and <u_e>	were go little as no
16	Revision / Assessment	