



Sandy Hill Academy

Phonics Policy

Non-negotiables for Phonics Teaching

Our core programme for teaching phonics at Sandy Hill Academy is
Letters and Sounds.

Phase 1

Phase 1 (instrumental sounds) will be taught daily in Nursery. All Aspects to be planned and taught;

Aspect 1- Environmental Sounds

Aspect 2- Instrumental Sounds

Aspect 3- Body Percussion

Aspect 4- Rhythm and Rhyme

Aspect 5- Alliteration

Aspect 6- Voice Sounds

Aspect 7- Oral Blending and Segmenting

Phase 1 activities and games will also be built into the Reception Year.

Lesson structure

All staff will follow the below lesson structure for their phonics teaching. Planning documents from the Curriculum Maps for each year group will be used and staff will follow an agreed Medium-Term Plan. Lessons will be taught for 30 minutes every day, from 9.10am – 9.40am.

Phases 2-5

1. Introduction – *We are learning our letters and sounds to make us good at reading and writing.*
2. Revisit and review – *Practise previously learnt letters (flashcards) and oral blending and segmentation.*
3. Teach – *Introduction of new sound including tricky word. Teach blending and/or segmentation with letters.*
4. Practise – *Practise reading and/or spelling words with the new letter.*

5. Apply – *Read and write a caption (with the teacher) using words containing the new letter, whilst recapping previously taught HFW and tricky word of the day.*

All staff will continue to use the curriculum map to support planning ensuring progression using LCP or Giant Phonics to deliver the teaching.

Children will be streamed into groups according to their phonic ability ensuring progression between each group. Children will be assessed on their phonic learning every two weeks to ensure the teaching is matched to their phonic ability (twinkl phased assessment grids). Following the children's assessments a meeting is held to re-group the children and allocate staff appropriately.

Each phonic learning environment will have a Phonics display to show what sound is being practised for that week (this includes quiet rooms and any location where phonics is being taught).

Phase 6

This phase of phonics is accessed by all Year 2 children during the academic year in which they are in Year 2. Children who did not pass the Phonics Screening Check in Year 1 will access Phonics sessions relevant to the phase they are working in and will be regularly assessed to ensure progress and correct phase access.

Autumn Term – All Year 2 children who confidently passed the Phonics Screening check in Year 1 will access Phase 6 phonics.

Spring Term – As Autumn term plus Year 2 children who have made strong progress in Phase 5 phonics during the Autumn Term and are now confident in Phase 5.

Summer Term – All Year 2 children who have been assessed as able to access the Phase 5 Phonics programme will now access Phase 6 Phonics. Any children who are assessed as achieving a lower phonics phase must be given the opportunity to access Phase 6 Phonic rules outside of Phonic sessions to ensure that they have Phase 6 knowledge before leaving KS1.

All staff will follow the spelling scheme and the agreed Medium Term Plan.

1. Introduction - *We are learning our letters and sounds to make us good at reading and writing.*
2. Revisit and review – *Recap on Phase 3 & 5 flashcards.*
3. Teach – *Introduce new spelling rule/alternative pronunciation*
4. Practise – *Read and write words containing new spelling rule or alternative pronunciation.*
5. Apply – *Activity based around spelling rule or alternative pronunciation, including a dictated sentence.*
6. Tricky word Friday - *introduction of one or two tricky words from the reception exception word list. Apply learning by reading and writing in a sentence.*

Mock Phonic Screen Assessments

Children will undergo Mock Phonic Screening Assessments during; October, December, February, April, May.

Screenings are completed accurately, by ticking a correct response or an incorrect response in the appropriate column. With incorrect attempts, the child's effort is written in the comment box. Once assessments are completed, the errors are highlighted, and any misconceptions are noted (and highlighted on the answer sheet). These are then photocopied; a copy is given to the parents and a signed record is held by the teacher.

Following the assessment, the teacher creates an overview of the results - enabling analysis to support with groupings, planning and intervention. A data overview is also created to track and monitor progression.

Assessment

Each class will have a phonics folder which will contain a phonics tracking sheet for each child in their class. This will enable all teachers to assess their children on the reading and writing of decodable and tricky words in their particular phase.

The phonics folders will follow the children from Reception to the end of their phonics journey, wherever this may be. The folders can be used in KS2 to help plan further intervention and support, however alternative methods of teaching reading and spelling should be sought at this point as phonics has not been successful.

Extra support

Children who require extra support with reading and writing will be identified at an early stage through the assessment tracker. These children will receive high quality, tailored interventions that are additional to their daily phonic session to help consolidate their understanding and diminish the difference. These interventions will be evaluated with the class teacher each half term to monitor progress and attainment.

Phonic Yearly Overview

Month	Phonic Activity	Notes
July- Reception	Children to take home a phonic quiz activity	
September	Assess children- phonic phase assessments Group children in to phonic ability Teach from Phase 3 using overview planning grid Bed time stories- phonic meeting with parents Observations Word and phonic tracking Book band assessment	
October/November	First screening test Analyse/ Set Targets/ send home results/ re group Audit Work and phonic tracking	
December	Phonic holiday homework Word and phonic tracking Book band assessment	
January	Second screening test Analyse/ send home results/ re group Word and phonic tracking Book band assessment	
February	Word and phonic tracking Book band assessment Info pack and meeting	
March	Word and phonic tracking Book band assessment	
April	Third screening test Analyse/ send home results/ re group Word and phonic tracking Book band assessment	
May	Intervention and target Word and phonic tracking Book band assessment	
June	Testing Word and phonic tracking Book band assessment	Materials arrive Check delivery against delivery note Fill in checklist in administrators guide Displays covered in Quiet room Test to happen

		Plan for absent children Scoring guidance check Head teacher declaration form Inform parents if child has met required standard Year 2 children to be targeted to meet following year
July	Word and phonic tracking Book band assessment	

Handwriting

Immersive and early mark making is greatly encouraged during the Early Years. Environments must support and foster early writing. Children will know how to write their name before starting the Reception Year and are supported with name recognition and then writing each morning.

Reception children will be taught to form letters accurately during Phonic and guided writing sessions using the Read Write Inc mnemonics. Children are then tested on the correct formation during the Spring Term.

Year 1 children are taught to write in a pre-cursive style. Letter join is used as the scheme to support the teaching of this handwriting style and children will have a handwriting book to practise and record their learning. Letter Join air is the font used for typed text in books.

Year 2 children are taught to write in a cursive style handwriting. Letter join is used as the scheme to support the teaching of this handwriting style and children will have a handwriting book to practise and record their learning. Letter Join is the font used for typed text in books.

Resources

All staff will have a bank of resources to use for phonics teaching, these will include;

- Phase 2, 3 and 5 flashcards with pictures
- Decodable words for each grapheme
- Pseudo words for each grapheme
- Common exception words (tricky words) for each year group
- Phased Phonic sound mats
- List of mnemonics for letter formation
- Phonics assessment grids Phase 2-5.

Staff can also use additional online resources to supplement the letters and sounds scheme. The agreed resources are;

- Phonics play
- Twinkl phonics resources
- Espresso

Expectations

At the end of each term, children should be secure in reading and writing with the graphemes taught so far. These graphemes can be identified from the specific Curriculum Map for the Year Group. Regular assessments should be completed by the adult teaching each group (with support from Phonics lead and class teachers) to identify children who require extra support and intervention to ensure they meet the end of term expectations.