

Phonics Policy

Phonics Coordinator: Inga Bain

Policy to be Reviewed: November 2020

Our Vision

At Hazel Leys Academy, phonics is taught every day. By the age of six, it is our expectation that all children will have been taught the skills needed to enable them to read widely and fluently. They will use their blending skills for reading and their segmenting skills for spelling as well as supporting reading.

Quality of Teaching and Learning

At Hazel Leys Academy, phonics is taught from Foundation 1 to Year 2 rigorously, every day. In Year 3 those children who did not pass the re-test in Y2 will continue to have regular phonic teaching planned to need.

- Phonics sessions are planned systematically and are pitched and paced effectively.
- Phonics sessions have exciting contexts and props and puppets are used to engage the children and enhance learning of different sound families.
- Phonics Age related Expectations for Foundation 1, F2 and Year 1 are in place to ensure staff are clear of the coverage and pace needed in phonics sessions so that children are age and stage or above by the end of each year.
- Pseudo words are included in all phonics sessions and are used in a practical context for children to apply their understanding of the sounds that they have learned.
- Sessions follow a rigorous structure of: revisit and review, teach, practise and apply.
- Lessons are prepared and well-resourced to ensure that they are appropriately challenging for different groups of children.
- Cross-curricular phonics is incorporated in topic sessions so that children are able to apply what they have been taught independently, in a child initiated context.
- Teachers use a range of resources and strategies to support those children who need additional targeted teaching.

Induction to phonics for new staff members

At Hazel Leys Academy, we are pro-active in providing effective support packages for new members of staff or those that are new to a Year Group/Phase. The following actions are completed effectively to build staff confidence and ensure children make outstanding progress:

- All new TA's receive phonics training in the Autumn Term shadowing experienced staff, participating in parent workshops and learning from the teacher
- CPD plans are put in place with staff to improve their subject knowledge and the quality of teaching and learning in phonics.
- Outstanding teachers/ Teaching Assistants are used across the school for less experienced staff members to go and share good practise.
- A rigorous cycle of observations and drop in's, are used to support staff and ensure that children are making outstanding progress and the quality of phonics delivery is improving to a good/outstanding standard.

Assessment

Our assessment cycle is rigorous and consistent, please see Appendix. It is used systematically to track pupil progress and ensure that the number of sounds that the children know is improving. The following actions are completed effectively to ensure that outstanding pupil progress is made:

- At the end of each academic year, we use the current Year 1 phonics screening test to screen the Foundation 2 children that will be moving into Year 1. This informs new teachers of pupil starting points for phonics in the Autumn Term.
- In Autumn 1, we then use further phonics screening tests to re-screen all Foundation 2, Year 1 pupils and those that did not pass in Year 2 to identify if any children have slipped back or forgotten sounds that they knew before the summer holiday. This assessment is then used to inform phonics groupings in classes and intervention groups. Information is distributed about the sounds that need to be planned for to make progress. Teachers hold responsibility and accountability for planning, ensuring that all groups are taught well and to track progress and attainment. Teachers will intervene swiftly to ensure that all children achieve well.
- Childrens' progress is then tracked on a half termly basis, using mock / past screening tests. This continual assessment feeds into teachers and TA next steps for coverage in planning.
- A Phonics' practice booklet contains all documents needed by staff to ensure that they use correct screening assessments and are aware of class expectations for planning and classroom environments

Phonics in the Environment

All classrooms and intervention spaces are rich in print. Current sounds being taught are in the environment, to scaffold learning and ensure that the children can embed the sounds that they have been taught. We love getting the children outdoors to get them actively learning in phonics. We regularly:

- Take the children outside on phonics trails.
- Encourage them to write ladders of words using chalk on the paths and playground.
- Ensure that phonics and reading opportunities are found within the classroom and across school

<u>F2 Expectations</u>
Emerging
Set 1-s,a,t,p
Set 2-i,n,m,d
Set 3-g,o,c, k
Set 4-ck, e, u, r
Set 5-h, b, f, l, s
Expected
ck, ff, ll, ss,
qu, ch, sh, th, ng
mp, nt, nk, ft, st, lp, lt, nd
tr, bl, br, cr, cl, dr, pl, pr
spl, scr, str, thr
ai, ee, igh, oa, oo (one spelling pattern for each sound)
ar, or, ur, ow, oi, er, ear, air, ure
oi, oy
air <u>Year 1 Expectations</u>
ear
Emerging
ay, ai, a-e, a
ee, ea, ey, y, ie, e-e, e
igh, i-e, ie, y
ow, oa, o-e, o
oo, ew, u-e, ue
Expected
oy, oi
aw, au, or, ore, our
ow, ou
er, ir, ur
ar
air, are, ear
eer, ere,
ure,
tch
Exceeding
v- have, live, give
Adding s and es to words e.g cats, dogs, thanks, catches
Adding ing, ed and ir to verbs where no change is needed to the root word.
Adding er, est to adjectives where no change is needed for the root word.
Words ending in y (ee)
ph and wh
Adding the pre fix un
Compound words
igh sound spelt y at the end of words.
Words ending in tion.

Monitoring of this policy

This policy will be evaluated every two years or before if needed. It will be shared with parents, staff and the academy

council. Senior leaders will monitor the effectiveness of the policy through visits and meetings with the coordinator.

Appendix

Phonic Practice**Letters and Sounds – assessed termly****Phonic practice daily, never miss a day****Learning environments are of a high standard****Grouping by ability****All staff use effective phonic teaching strategies to teach phonics****Parental drop-ins and workshops – engage, support and reap the benefits****Assessment** **Phonics Assessment Calendar**

Year Group	Baseline	End Autumn 1	End Autumn 2	End Spring 1	End Spring 2	End Summer 1	End Summer 2
F1	Start Summer 1 Baseline assessment						Assessment sheet to pass on to F2
F2	Baseline sounds from F1 in first few days of term	GAT Autumn 1	GAT Autumn 2	GAT Spring 1	GAT Spring 2	GAT Summer 1	Y1 Official screening
Y1	Baseline any new starters to Y1 within a week of them starting school	Y1 screening 1 2018 paper	Y1 screening 2 2013 paper	Y1 screening 3 2014 paper	Y1 screening 4 2016 paper	Y1 screening 5 2019 paper	June Y1 Official screening Rescreen children not passing at end of July
Y2	Baseline any new starters to Y2 within a week of them starting school	Y1 screening 2012 paper	Y1 2013 paper	Y1 2015 paper	Y1 2017 paper	Y1 2019 paper	June Y1 Official screening
Y3	Baseline any new starters to Y3 within a week of them starting school	Y1 screening 2018 paper	Y1 2019 paper	Y1 2014 paper	Y1 2016 paper	Y1 2012 paper	June Current Y1 paper

Phonics Skills Tracker (F1)

Setting: Group:						
<i>Phonics Skill</i>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Can read and spell a few cvc words using a limited range of letters (Letter Groups 1 & 2)</p> <p>Phase (2ii) Cat, pan, mat, top, sam</p>						
<p>Phoneme Grapheme Correspondence (5 sounds)</p> <p>Phase (2i)</p>						
<p>Phoneme Grapheme Correspondence (initial phoneme in own name)</p>						
<p>Phoneme Grapheme Correspondence (Experience)</p>						
Total pupil number						

F1 Phonics Information

Childs name: _____

Date: _____

s	a	t	p	i	n	m	d	g	o
c	k	ck	e	u	r	h	b	f	ff
l	ss	ll	can	man	pan	mat	top	Sam	pip

Summary:Phoneme Grapheme Correspondence (5 sounds) Can read and spell a few cvc words using a limited range of letters Phoneme Grapheme Correspondence (initial phoneme in own name) Phoneme Grapheme Correspondence

Assessment Pack**GAT Screening Test Autumn 1 Phonics Screening Check****Name:****Date:**

Section 1				Section 2			
Word	Correct	Incorrect	Comment	Word	Correct	Incorrect	Comment
fam				sabe			
isk				vert			
pim				dight			
oss				vout			
chot				simp			
aff				phit			
shof				frount			
thib				phom			
quib				third			
shild				made			
quet				coach			
stam				curl			
bash				burn			
mess				train			
shed				river			
for				play			
bang				firm			
send				member			
thank				burst			
sung				fright			

Total:

Autumn 2 Phonics Screening Check

Name:

Date:

Section 1				Section 2			
Word	Correct	Incorrect	Comment	Word	Correct	Incorrect	Comment
bep				mouch			
noz				jight			
cuf				zair			
sef				nade			
bock				strup			
wong				zote			
zill				frount			
diss				phom			
wox				caught			
tomp				sister			
jox				coast			
cuck				twirl			
seek				away			
tank				home			
feet				gave			
park				avoid			
moon				driver			
bend				every			
chin				waiting			
books				steady			

Total:

Spring 1 Phonics Screening Check

Name:	Date:
--------------	--------------

Section 1				Section 2			
Word	Correct	Incorrect	Comment	Word	Correct	Incorrect	Comment
pab				haim			
yon				high			
vup				tibe			
ult				hirst			
tesh				flads			
poin				stramp			
cham				troiks			
quock				splow			
stip				moat			
darps				hair			
proot				shade			
thelk				flame			
shin				slept			
harp				scrub			
miss				shrink			
chirp				screw			
clip				indeed			
pump				perfect			
trick				window			
girls				servant			

Total:

Spring 2 Phonics Screening Check

Name:	Date:
--------------	--------------

Section 1				Section 2			
Word	Correct	Incorrect	Comment	Word	Correct	Incorrect	Comment
vas				yite			
ilt				dirst			
peb				jaim			
yod				figh			
chan				graiks			
chack				splew			
besh				flums			
poid				strant			
prool				shape			
thrand				crate			
stid				coal			
garps				pair			
buzz				shrimp			
third				strike			
mess				craft			
shirt				strap			
track				ending			
curls				thinking			
clap				undo			
lump				sailing			

Total:

Summer 1 Phonics Screening Check

Name:	Date:
--------------	--------------

Section 1				Section 2			
Word	Correct	Incorrect	Comment	Word	Correct	Incorrect	Comment
sif				weach			
haf				daik			
dit				fow			
usk				defe			
gizz				kimp			
chif				phab			
jong				shoy			
shom				pamp			
shilp				these			
quif				under			
simp				those			
queb				church			
fuss				pie			
moth				peach			
deck				clue			
kiss				boy			
cook				slight			
drank				shouting			
hand				threw			
looks				street			

Total:

2012

Year 1 Phonics

Screening check: Answer sheet

First name	
Last name	

Screening check responses: Please tick the appropriate box for each word. The use of the comment box is optional.

Section 1				Section 2			
Word	Correct	Incorrect	Comment	Word	Correct	Incorrect	Comment
pib				kigh			
vus				girst			
yop				baim			
elt				yune			
desh				flods			
chab				groiks			
poil				strom			
queep				splaw			
stin				fair			
proom				flute			
sarps				goat			
thend				shine			
chip				crept			
jazz				shrubs			
farm				scrap			
thorn				stroke			
stop				index			
truck				turnip			
jump				waiting			
lords				portrait			

Total correct	
----------------------	--

2013

Phonics

Screening check: Answer sheet

First name	
Last name	

Screening check responses: Please tick the appropriate box for each word. The use of the comment box is optional.

Section 1				Section 2			
Word	Correct	Incorrect	Comment	Word	Correct	Incorrect	Comment
fot				quigh			
keb				herks			
gan				jorb			
ulp				zale			
poth				bluns			
shan				skarld			
veen				splot			
quorg				strabe			
drap				toy			
flarm				spike			
lect				fuel			
voisk				name			
thin				props			
peck				spoilt			
torn				scram			
cheek				strike			
trap				panic			
snarl				second			
milk				tantrum			
moist				reaching			
				Total correct			

2014

Phonics

Screening check: answer sheet

First name	
Last name	

Screening check responses: Please tick the appropriate box for each word. The use of the comment box is optional.

Section 1				Section 2			
Word	Correct	Incorrect	Comment	Word	Correct	Incorrect	Comment
vol				jair			
teg				clain			
jat				yewn			
ind				tabe			
tull				clisk			
shog				thrand			
foid				strad			
thard				scroy			
frem				nigh			
cloin				brown			
bulm				main			
harnd				rude			
quiz				drink			
back				crowds			
doom				splat			
short				stripe			
freed				comic			
dress				giving			
fund				pumpkin			
think				fighters			
				Total correct			

Sourced from SATs-Papers.co.uk

<http://www.SATs-Papers.co.uk>

2015

Phonics

Screening check: answer sheet

First name	
Last name	

Screening check responses: Please tick the appropriate box for each word. The use of the comment box is optional.

Section 1				Section 2			
Word	Correct	Incorrect	Comment	Word	Correct	Incorrect	Comment
fip				yair			
pon				blies			
hab				keam			
ulb				whape			
dack				braft			
chob				thrant			
nurt				sprop			
queet				strow			
plap				law			
froin				glued			
melp				zoom			
heent				rice			
shed				grand			
long				cloaks			
soil				scrap			
chart				strike			
crab				river			
fresh				diving			
wink				beehive			
shuts				midnight			
				Total correct			

2016

Phonics

Screening check: answer sheet

First name	
Last name	

Screening check responses: Please tick the appropriate box for each word. The use of the comment box is optional.

Section 1				Section 2			
Word	Correct	Incorrect	Comment	Word	Correct	Incorrect	Comment
lig				jigh			
mep				woats			
gax				rird			
emp				phope			
beff				glips			
shup				floost			
doil				splam			
charb				stribе			
frеx				stair			
criff				haunt			
hаps				lied			
barst				wove			
chin				drank			
deck				treats			
horn				scram			
queen				stroke			
tram				arrow			
press				forest			
self				wishing			
keeps				brighter			

Total correct	
----------------------	--

2017

Phonics

Screening check: answer sheet

First name	
Last name	

Screening check responses: Please tick the appropriate box for each word. The use of the comment box is optional.

Section 1			
Word	Correct	Incorrect	Comment
dat			
cag			
rin			
ept			
jash			
quib			
coid			
quass			
glog			
blard			
disp			
murbs			
chum			
kick			
reef			
short			
blot			
greet			
dust			
parks			

Section 2			
Word	Correct	Incorrect	Comment
tay			
sloam			
zued			
meve			
clend			
braits			
scrug			
splue			
high			
feast			
goal			
shape			
trunk			
groups			
straw			
scribe			
model			
person			
chapter			
reptiles			

Total correct	
----------------------	--

2018

Phonics

Screening check: answer sheet

First name	
Last name	

Screening check responses: Please tick the appropriate box for each word. The use of the comment box is optional.

Section 1				Section 2			
Word	Correct	Incorrect	Comment	Word	Correct	Incorrect	Comment
reb				var			
wup				slirt			
jub				weaf			
eps				pobe			
vuss				flisp			
quop				braint			
zook				scrid			
chack				splote			
skap				twice			
blom				gloom			
meft				turn			
veems				mode			
chop				blast			
sing				groans			
dart				spray			
shock				strike			
flat				delay			
skill				modern			
gift				saucers			
coins				charming			

Total correct	
----------------------	--

Examples of planning

Appendix 3 Example Planning Format				
Monday w/c: 14.09.15 Story: Funny Bones Rhyme: Head, Shoulders, Knees and Toes	Rhyme TP tues KN wed SS thu	Rhythm TP weds KN thu SS tue	Robot TP thurs KN tue SS wed	Friday
<p>Good morning/afternoon with signing</p> <p>What day of the week is it? – chant and clap making day louder than the other – encourage good listening</p> <p>Sing Rhyme of week together.</p> <p>Explain how response partners work to any new children – face partner</p> <p>THINK/PAIR/SHARE</p> <p>Thinking time/ talking time when holding a glittery counter/listening time when not/ explain what good listening skills are – eye contact and good ears.</p> <p>Explain that you will be wanting them to share what their partner has said with the group.</p> <p>Model the sentence starter for their sharing.</p> <p>Encourage children to talk in full sentences</p> <p>model how to change answers given in phrases into sentences</p> <p>What have you done this weekend? Have you seen any special people or done any special things?</p> <p>This weekend I</p>	<p>Tell children that today they are going to get better at rhyming and listening for words that sound the same</p> <p>Choose a rhyming object</p> <p>Have a selection of rhyming song prompts in a bag which relate to rhyming songs.</p> <p>Bus – spider-humpty – mouse. (wheels on the bus – insy winsy – humpty dumpty – hickory dickory)</p> <p>Children to choose an object and guess what the song might be – all to join in singing the song focussing on the rhyming aspects of them – can the children predict the rhyming word?</p> <p>Extension for more able chn: can the children think of their own rhyme and share it?</p>	<p>They are going to get better at listening to the beats in words</p> <p>Hide the sound</p> <p>Adult to hide an instrument behind the board. Ask the children to listen closely to the beat being played. Can you clap back the same rhythm? Adult to reinforce how to do this.</p> <p>Repeat the activity using varied speeds and length of beats. Each child to take turns to clap the rhythm after they have done this as a whole group.</p> <p>Extension for more able chn: can some children come behind the board and play a beat for the others?</p>	<p>Tell children that today they are going to get better at blending - putting the sounds in words together to make some words</p> <p>Robot says - <i>We blend to help us read and we segment to help us write</i></p> <p>Say The Sounds.</p> <p>Place a selection of familiar objects into a box or bag with names that contain three phonemes (e.g. peg, sheep, pen, sock, bus). Check that all the children can recognise each object and give objects back to adult then place - back into box/bag.</p> <p>Introduce the sound-talking puppet and ask the children to listen carefully while it says the names of one of the objects in sound-talk into the KW ear. Model putting/squashing the sounds together and saying the word.</p> <p>Encourage the children one by one to choose an object and using toy talk (p-e-g) to the rest of the group for them to blend it back together.</p> <p>Adult to reinforce this, then ask then ask the chn to repeat.</p> <p>Extension for more able chn: adult to model how to write some of the words on the white board. Can any of the children?</p>	<p>Tell children that today they are going to get better at taking turns and listening to instructions</p> <p>Playing a game together from the Nursery (eg, shopping game)</p> <p>Adult to choose a game from the Nursery to play with the chn.</p> <p>Adult and chn to sit together in a circle. Name the game with the chn, encourage chn to repeat it back to you. Explain how to play the game with chn, encouraging and modelling good listening and turn taking. Praise all chn for joining in. Tell chn where they can find this game in the Nursery if they would like to play it again.</p>
<p>Explain to children that all this week they will be doing some good learning about Ourselves and the story 'Funny Bones' – introduce the focus activity for the day and say which children will be working with the teacher today. Tell children what other activities are available in the unit and explain that you will be wanting to hear all about their good learning at story time.</p>				

F2 - Phonics Planning-20--

HA - Martha

Wednesday – 4-2-15 – Blending – air, ear, ure	
Revisit & Review	Quick write – on whiteboards, segment to write – moon, soon, room, spoon, boot, food
Teach	Introduce phoneme - long vowel – air Discuss what is special about this phoneme - sing 'It's a trigraph, a lovely trigraph, it's got 3 letters but makes 1 sound' Model blending an 'air' word - hair
Practise	Blend to read an 'air' word - fair
Apply	Blend independently – stair Table writing - I am going up the stairs.

Thursday –5-2-15	
Revisit & Review	Quick write – on whiteboards, segment to write – far, star, car, hard
Teach	Introduce phoneme – long vowel – ear Discuss what is special about this phoneme – sing the diagraph song. Blending – model blending an 'ear' word - hear
Practise	Blend to read an 'ear' word - near
Apply	Blend independently – fear, ear Table writing – The star is in the sky.

Wednesday – 11-2-15	
Revisit & Review	Quick write – on whiteboards, segment to write – fur, turn, curl,
Teach	Introduce phoneme – long vowel – ure Discuss what is special about this phoneme – sing the diagraph song. Model blending an 'ure' word- sure
Practise	Blend to read an 'ure' word – pure
Apply	Blend to read independently - cure Table writing – My cat has black fur.

Thursday – 12-2-15	
Revisit & Review	Quick write – on whiteboards, segment to write – meet, feet, sweet, keep
Teach	Recap long vowels – air, ear, ure Model blending 'air', 'ear', 'ure' words – get a puppet to pull the words out of a bag.
Practise	Have 3 pictures and 3 words on the board – air, ear, ure – match each word to the picture (focus on air & ear words)
Apply	Split the group in half – give half words to blend, give half pictures to segment – children must find their partner and match the words to the pictures. Table writing – I like to eat sweets.

Extra session	
Revisit & Review	Quick write – on whiteboards, segment to write – high, might, sight, fright
Teach	Recap long vowels Pick out a short phrase/sentence with words that contain this week's long vowels, model how to blend and read unknown words and also how to just read by sight when it is a known word.
Practise	Pick out another sentence, blend and read together.
Apply	Each child picks out a phrase/sentence from the bag, they must blend to read it to their partner. Table writing – The swing goes high.

Year 1 Read and Spell Assessment Words			
Word	Analysis	Word	Analysis
off		these	
well		like	
miss		home	
buzz		tune	
back		start	
bank		green	
think		dream	
pocket		bread	
rabbit		person	
thunder		summer	
catch		church	
kitchen		bird	
have		moon	
live		foot	
rocks		coach	
catches		goes	
hunting		about	
buzzed		brown	
jumper		snow	
quicker		true	
freshest		grew	
paid		cried	
join		chief	
play		night	
enjoy		morning	
made		more	
draw		dolphin	
author		wheel	
chair		skin	
beard		unlock	
pear		football	

share		bedroom	
very		farmyard	

the		you	
a		your	
do		they	
to		be	
today		he	
of		me	
said		she	
says		we	
are		no	
were		go	
was		so	
is		by	
has		my	
I		here	
there		where	
love		come	
some		one	
once		ask	
friend		school	
put		push	
pull		full	
house		our	

Year 2 Read and Spell Assessment Words			
Word	Analysis	Word	Analysis
badge		world	
huge		warm	
magic		television	
jacket		enjoyment	
race		sadness	
knock		careful	
gnat		hopeless	
wrist		happiness	
middle		didn't	
travel		couldn't	
animal		the girl's	
nostril		station	
dry		there	
babies		their	
flies		they're	
happier		here	
happiest		hear	
hiking		quiet	
hiked		quite	
hiker		see	
patting		sea	
dropped		bare	
sadder		bear	
fattest		one	
ball		won	
mother		night	
donkey		knight	
want		Mrs	
squash		Mr	
door		even	
floor		great	
poor		break	
because		steak	
find		pretty	

kind		beautiful	
mind		after	
behind		fast	
child		past	
children		Christmas	
wild		father	
climb		eye	
most		grass	
only		who	
both		plant	
old		path	
cold		bath	
gold		hour	
hold		move	
told		improve	
every		sure	
everybody		sugar	
could		any	
should		many	
would		clothes	
whole		busy	
people		again	
water		half	
money		parents	

Reading Environment Audit

Date: _____

Aspect/Question	In place?	Further action needed and when	Review of action
Phonics teaching area			
Do you have a phonics area that reflects the current sound you are learning and the previous sounds you have covered?			
Do you have words and sentences in the phonics areas for the pupils to read?			
Do you have examples of words and sentences that pupils have written in your phonics area?			
Do you have white boards and pens ready in your area for pupils to use during phonics sessions?			
Do you have high frequency words ready to read in your phonics area?			
Do you have topic linked high frequency words for pupils to read too?			
Role play corner			
Do you have contextualised reasons to write?			
Do you have phonetically decodable words and sentences to read?			
Do the words and sentences change on a regular basis to ensure pupils remain interested?			
Is childrens writing celebrated in the role play corner?			
Phonics within the curriculum			
Do you have a literacy phonics area – words and sentences linked to your book of the week?			
Do you plan and use literacy sessions as an opportunity to consolidate phonics writing and reading and as an assessment opportunity?			
Child initiated phonics			
Do you have opportunities for pupils to write, stamp words, paint words, type and apply phonics across the school day in a variety of ways?			
Reading journey in school			
Do your pupils have words and sentences to read around your classroom at their height?			
Do your pupils have reasons to read on the way to assembly?			
Do your pupils have reasons to read when they go to the bathroom?			
Do your pupils have reasons to read when they are in their cloakroom?			

Do your pupils have reasons to read when they wait outside your classroom at the start of the day?			
Reading corner			
Are the books in your reading corner topic linked?			
Do you have a book of the week?			
Is your reading corner inviting and used?			
Timetables and Record Keeping			
TA timetables – shared with Principal and Phonics Coordinator			
Records are dated, clear and show next steps			

Signed: _____

