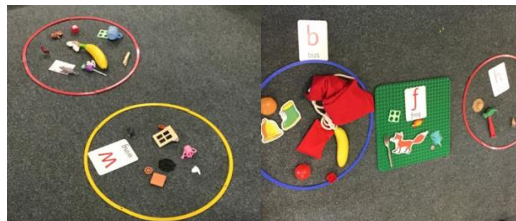


# Phonics at Hillmead

Miss Sculfor – Phonics Leader



## Phonics on display and in action



## Phonics Rationale

At Hillmead Primary School, we believe that the ability to read is fundamental to pupils' development as independent learners, during their time at school and beyond. Reading is central to our ability to understand, interpret and communicate with each other and the world around us. We have developed and mapped out the progression of phonics across Early Years (Nursery and Reception) and Key Stage 1 to ensure the effectiveness of the teaching and learning of phonics.

## Intent

At Hillmead we use the systematic teaching of phonics to support children in learning to read and write. It is proven that high quality phonic teaching can substantially reduce the number of children at risk of falling below age-related expectations for reading.

The daily phonics sessions begin in Nursery with children working through Phase 1 to increase their speaking and listening skills. The principles of Phase 1 content continue to run throughout the teaching of phonics levels 2-6.

In Reception children begin by reviewing Phase 1 Phonics to ensure that all of the children are ready to begin learning their sounds. They then progress in their phonic knowledge working within Phases 2-4. Here learners are introduced to phoneme/sounds and graphemes/letters systematically. They also learn to develop and apply blending and segmenting skills for reading and writing. We give the children the opportunity to use and apply their phonic learning through multi-sensory games and activities so that they then use this in their independent reading and writing.

In KS1, children work within Phase 5 and 6. The coherently planned sequence of lessons within Phase 5 allows opportunities for children to apply their phonics knowledge and skills as the prime approach to reading and spelling. It focuses on phonetically decodable two-syllable and three-syllable words and the alternative ways of pronouncing and representing the long vowel phonemes. Furthermore, children will develop their ability to attempt to read and spell increasingly complex words. By Phase 6, children explore spelling patterns and grammar while also developing a breadth of knowledge, skills and understanding in the recognition and spelling of common exception (tricky) words.

Our phonics programme intends to not only provide children with opportunities to develop the knowledge, skills and understanding essential for reading and writing, but also, to develop each child's confidence, resilience and engagement in phonics lessons and a love for reading and writing.

## **Aims**

Our aims are for all children at Hillmead Primary School to:

- Be taught high-quality systematic phonic lessons
- Learn the correspondence between graphemes in written language and phonemes in spoken language (GPC)
- Be able to orally blend and segment
- Have knowledge of the alphabetic code and skills for blending for reading
- Have knowledge of the alphabetic code and skills for segmenting for spelling
- Understand and use the technical vocabulary related to phonics
- Have their progress tracked through effective assessment, to enable teachers to make informed decisions about planning for the next steps
- Have a rich and varied environment which they can access to support their phonic knowledge and application
- Have access to books that are phonetically decodable through Phases 1 to 5 (non-word texts for Phase 1) alongside books that develop their sight vocabulary and support other strategies for reading

## Implementation

At Hillmead we use the Pearson Phonics Bug teaching programme exclusively to deliver all lessons from EYFS and throughout KS1 to the end of Phase 6 before progressing onto our school Spelling Scheme. Phonics Bug matches the recommended teaching and learning in 'Letters and Sounds' (DfES 2007) and is a Government validated systematic synthetic phonics teaching programme (2021)

The Hillmead Phonics Progression Map (separate document) sets clear expectations for pupils' progress within the phonics programme. Assessment through 'Phonics Tracker' allows teachers and practitioners to track pupils' progress. The Phonics Progression Map sets out the expected Assessment Check Points using Phonics Tracker so that teachers can identify gaps and see which children are achieving at every stage. Children not making adequate progress can be identified immediately so that targeted support can be given. Phonics Tracker provides opportunities for data analysis and encourages discussions around pupil progress, group progress, future learning and misconceptions, enabling the school to respond and adapt teaching within the programme to provide additional support and challenge to pupils.

The Phonics Bug programme ensures a clearly defined structure to the teaching of phonics. The lessons will enable all learners to develop and apply new skills while also providing opportunities to further apply these skills within fun and engaging activities and through continuous provision. Phonics lessons will be well planned and adapted to allow children to apply and practise phonics skills and challenge learners.

The separate document 'Hillmead Phonics Sequence of Learning' provides further specific details of teaching and lesson content.

Teacher guides for each stage are provided through the ActiveLearn website (Pearson Phonics Bug) to allow teachers and adults working with children to feel confident in their own subject knowledge, knowing they are fulfilling the national phonics criteria and enabling each child to achieve their potential. Opportunities are regularly given to provide support to teachers, support staff and parents. We hold regular parent workshops, demonstration lessons and teacher advice sessions led by our school Phonics Champion as well as welcoming Phonics CPD training by Pearson Phonics Bug and other advisers as appropriate.

- In **Early Years** from Nursery and through Reception, children will be taught phonics through the Phonics Bug Programme. Songs and actions from 'Jolly Phonics' are included as a memory aid to support GPC recognition in a multi-sensory way. They also use a variety of Phonics games within their provision to help embed and review their learning in different contexts.

- Children in **Year 1** continue to follow the Phonics Bug Programme of teaching until they are secure at Phase 5.
- Children from **Year 2 to Year 6** will revisit and expand on their phonic knowledge through the teaching of GPS (grammar, punctuation and spelling) in daily included in English teaching linked to writing. When children are secure at Phase 5 children progress to the School Spelling scheme of work followed from Year 2 to Year 6 providing weekly spelling investigations with focus on specific spelling patterns.
- Children in **Year 2** who were not secure at Phase 5 when leaving year 1 or who did not pass the Phonics Screening Check, receive additional phonics intervention sessions using Phonics Bug to address gaps and misconceptions.

### **Teaching Common Exception ‘Tricky’ and High-Frequency Words**

Common exception words are words that do not follow the common phonetic spelling rules children learn in the Early Years and KS1. At Hillmead we refer to these as ‘tricky’ words.

The Phonics Bug programme includes all common exception tricky words to enable children to read texts. These words are kept to minimum in the early stages and are listed in the progression charts (separate document).

Children are taught to read and spell these tricky words by noting the part that is an exception to what they have been taught so far.

The Phonics Bug programme does not teach these words as ‘sight’ words using flash cards.

High frequency decodable words are included for reading and spelling throughout the Phonics Bug programme, they are not taught as ‘sight’ words using flash cards.

In Reception the children are given word sheets which contain these words, which they can work through at home to help them practise reading these words.

### **Display & Support Materials**

At Hillmead we use an agreed format (see Appendix 1) of display prompts consistently throughout the school. Displays are clear and developed with the children as their learning progresses.

### **Role of Parents and Carers**

Phonics is most effective when children are given plenty of encouragement and learn to enjoy reading and books. Parents play a vital role in helping with this and at Hillmead Primary School, we endeavour to support parents with this through regular communications such as home learning activities, parents’ evenings etc. We also lead regular phonic workshops in Early Years and Key

Stage 1, with a focus on developing the parents' subject knowledge in the teaching of phonics and supporting them to work alongside their child in phonic activities. In addition, parents are given resource materials, suggested web links, video tutorials and strategies to help their child at home with phonics at these events.

## **Impact**

Through the teaching of systematic phonics, our children become fluent and confident readers who can apply their knowledge and experience to a range of texts and make good progress from their starting points. The vast majority are ready for the next stage in their education as they transfer through Early Years, KS1 and into KS2. Many children accelerate progress during these years from baseline below ARE to meeting expectation in phonics, reading and writing.

Children enjoy listening to adults read and develop a love of reading, gaining satisfaction from their growing success in developing independence and fluency.

Following the programme ensures a consistent approach to phonics throughout the school which is clear to teaching staff, learners and parents.

However, we believe that it is important to lay firm foundations in this crucial area of the curriculum and establish a consistent whole school approach to the teaching of phonics. As a result, the impact of our phonics curriculum goes beyond the results of statutory assessments. Children have the opportunity to enter the wide and varied magical worlds that reading opens up to them. As they develop their own interest in books, a deep love of literature across a range of genres, cultures and styles is enhanced.

## Hillmead Primary School Phonics Sequence of Learning and Progression

Please see separate documents (Phonics Sequence of Learning & Phonics Progression) for further details of the teaching of phonics at Hillmead, lesson structure, progression and timings.

### Phonics – How to pronounce pure sounds

Video link – Oxford Owl

<https://www.youtube.com/watch?v=UCI2mu7URBc>

embed with image? Include explanation: learn how to pronounce all 44 phonics sounds (known as phonemes) used in the English Language...

### Useful web links...

### Phonics Screening Check

The **phonics screening check** is a quick and easy **check** of your child's **phonics** knowledge. It helps the school confirm whether your child has made the expected progress. The national **phonics screening check** was introduced in 2012 to all Year 1 pupils in the country.

**Year 1 Phonics Screening Check: a parents' guide**

We explain what the Year 1 phonics "test" is and how you can help support your child's phonics learning at home.

they feel fully prepared.

**What is the Phonics Screening Check?**  
The Phonics Screening Check was introduced in 2012 in primary schools in England. All children in Year 1 take it in the summer term.

**How does the Phonics Screening Check work?**  
The Check consists of 40 words and non-words that your child will be asked to read one-on-one with a teacher. Non-words (or nonsense words, or pseudo words) are a collection of letters that follow phonics rules your child has been taught, but don't mean anything – your child will need to read these with the correct sounds to show they understand the phonics rules behind them. The 40 words and non-words are divided into two sections – one with simple word

**What is phonics?**

- Phonics is a method of teaching children to read by linking sounds (phonemes) to the symbols that represent them (graphemes, or letter groups).
- Decoding is the process of seeing written words and being able to say them out loud. Decoding is about reading sounds, not understanding meaning.
- After learning to read letter sounds, children start to blend sounds and say whole words.
- Encoding is the process of writing down the sounds we hear.

**W**orried that your five or six year old is way too young to be tested at school? Don't be! The Year 1 Phonics Screening Check was designed to identify which pupils need additional support with certain areas of phonics as they progress. Teachers are assessing pupils on a daily basis – it's part of the job! The Check is simply a formalised extension of this, and it's really nothing to be concerned about. That said, a little focus on phonics at home will help your child recall the strategies they already know, and boost their confidence so

**Most children progress from learning letter sounds in Reception to reading fluently in Year 2**

www.theschoolrun.com

# Appendix 1 Hillmead Phonics Display Materials

**Phase 2** **Sound Mat**

s	a	t	p	i	n	m	d	g
o	c	k	ck	e	u	r	h	b
f	ff	l	ll	ss				

© Pearson Education 2022

**Phase 3** **Sound Mat**

j	v	w	x	y	z	zz	qu	ch
sh	th	ng	ai	ee	igh	oa	oo	oo
ar	or	ur	er	ow	oi	ear	air	ure

Jam, Van, Web, Fox, Yell, Zip, Buzz, Queen, Chips, Shell, Moth, King, Snail, Sheep, Night, Boat, Spoon, Book, Star, Fork, Surf, Ladder, Owl, Coins, Ear, Chair, Manure

© Pearson Education 2022

**Phase 5** **Sound Mat**

wh	ph	ay	a-e	eigh	ey	ei	ea	e-e	ie	ey	y	
ie	i-e	y	i	ow	o-e	o	oe	ew	ue	u-e	u	oul
aw	au	al	ir	ear	ou	oy	ere	eer	are	ear	ch	
c(e)	c(i)	c(y)	sc	st(l)	se	se	g(e)	g(i)	g(y)	dge	le	mb
kn	gn	wr	tch	c(ial)	c(ian)	ss(ion)	t(ion)	ch	ea	s(ion)	s(ure)	s(ual)
(w)a	o											

Whale, Dolphin, Tray, Grapes, Eight, Gray, Bed, Seat, Athlete, Shield, Monkey, Peppy, The, Bike, Fly, Child, Rainbow, House, Porch, Tom, Screw, Hair, Hair, Bush, Shovel, Stone, Airplane, Wall, Girl, Pearl, Spine, Toy, Sphere, Door, Sissors, Bear, Anchor, Cement, Parcel, Cymbal, Sissors, Castle, Horse, Pizza, Gas, Giraffe, Gym, Bridge, Cow, Comb, Knot, Groans, Wait, March, Spedal, Medicin, Percussion, Station, Cheat, Feather, Explosion, Treasures, Island, Swan, Skeleton

© Pearson Education 2022