

Anchorsholme Academy



Phonics Policy

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At Anchorsholme Academy we aim to ensure all children become fluent and confident readers by the end of Key Stage One.

Aims and Objectives

- To teach children aural discrimination, phonemic & rhyme awareness.
- To encourage children to segment and blend.
- To encourage repetition and consolidation, so that spelling and reading becomes automatic and independent.
- To learn to read and write all 44 graphemes in the English language.
- To teach children strategies to help them remember tricky words.
- To ensure that the teaching of phonics is fun, lively and engaging.
- To encourage children to apply their phonic skills in all curriculum areas.

Teaching and Expectations

All Phonics sessions will follow the “revisit/ review- teach- apply- assess” format, as recommended in the Letters and Sounds document.

Foundation Stage

The expectation is that all children will have completed Phase 2 and 3 by the end of the Foundation Stage and will be ready to start Phase 4 in Year One. This is achieved through:

- Daily whole class discrete Phonics lesson, following “Letters and Sounds” covering Phases 1, 2, 3 and 4. Ability streamed after an initial period of assessment, using the individual Phonics Trackers.
- Daily whole class “Floppy’s Phonics” on IWB using online books following “Letters and Sounds” order.
- Daily Phonics intervention, both small group and 1-1: Jolly Phonics, 3 letter word-building, flashcards of tricky words and HF words, letter songs, whiteboard work, letters and sounds games etc.
- Daily whole class Thrass work, singing the raps and looking at sound patterns.

Year One

The expectation is that all children will have completed Phase 4 and 5 by the end of Year One and will be ready to start Phase 6 in Year Two. This is achieved through:

- Daily whole class discrete Phonics lesson, following “Letters and Sounds” covering Phases 3, 4 (including consonant blends) and 5. Ability streamed informed by individual Phonics Trackers.
- Daily whole class “Floppy’s Phonics” on IWB using online books following “Letters and Sounds” order.
- Daily Phonics intervention for any child who has not met the expectations of The Foundation Stage (Phases 2 and 3) through small group and 1-1 sessions covering 3 and 4 letter word-building, flashcards of tricky words and HF words, whiteboard work, letters and sounds games etc.
- Continued use of the Thrass charts as a resource to support independent writing.

Year Two

The expectation is that all children will have completed Phase 4 and 5 by the end of Year One and will be ready to start Phase 6 in Year Two. This is achieved through:

- Daily whole class discrete Phonics lesson, following “Letters and Sounds” covering Phases 4 (including consonant blends), 5 and 6. Ability streamed informed by individual Phonics Trackers.
- Daily whole class “Floppy’s Phonics” on IWB using online books following “Letters and Sounds” order.
- Daily Phonics intervention for any child who has not met the expectations of Year One (Phases 4 and 5) through small group and 1-1 sessions covering word-building, flashcards of tricky words and HF words, whiteboard work, letters and sounds games etc.
- Continued use of the Thrass charts as a resource to support independent writing.

Year Three

The expectation is that all children are secure in all six Phases by the end of Year Three. This is achieved through:

- Daily whole class discrete Phonics lesson, following “Letters and Sounds” covering the appropriate Phases as informed by the individual Phonics Trackers. Year group may ability stream if necessary.
- Daily Phonics intervention for children identified as having significant learning gaps in their Phonic knowledge, using through small group and 1-1 sessions covering word-building, flashcards of tricky words and HF words, whiteboard work, letters and sounds games etc.

Years Four, Five and Six

Daily whole class discrete Phonics lesson to consolidate knowledge of alternative graphemes, spelling rules and conventions.

Further regular interventions, such as Toe-By-Toe, to run for children who have not completed the Letters and Sounds programme.

Assessment

- Informal assessment is carried out daily as part of the Phonics session.
- Individual Phonics Trackers completed half termly (using a different colour for each half term to identify progression) to inform streaming and interventions.
- Assessment information from intervention sessions is gathered and recorded by the TAs and is fed back to the class teacher at regular intervals.

National Phonic Screening

All children in Year One will be screened using the National Assessment materials in Term 6, end of June. If the children in Year One fail the screening they will be retested when they are in Year Two. This data will be submitted to the local Authority.

Resources

- Letters and Sounds
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/190599/Letters_and_Sounds_-_DFES-00281-2007.pdf
- Phonics Play <http://www.phonicsplay.co.uk/>
- Wordshark (on desktop).
- Floppy's Phonics (on desktop) and hard copy books.
- BBC Words and Pictures www.bbc.co.uk/schools/wordsandpictures/
- Mr Thorne does Phonics <http://www.mrthorne.com/>
- Family Learning (links) http://www.familylearning.org.uk/phonics_games.html
- Primary Resources <http://www.primaryresources.co.uk/english/english.htm>

Overview of Letters and Sounds

Phase 2: Letter sounds blend & segment (Applying pages 69-71)										
Week 1	s	a	t	p						
Week 2	i	n	m	d	is, it, in, at					
Week 3	g	o	c	k	and					
Week 4	ck	e	u	r	to, the					
Week 5	h	b	f,ff	l,ll	ss	no, go, l				
Week 6	Revise Phase									
HFW	a an as at if in is it of off on can dad had back and get big him his not got up mum but put									
Tricky Words	the to l no go into									
Phase 3: Read and write captions and sentences (Applying pages 100-104)										
Week 1	j	v	w	x						
Week 2	y	z,zz	qu		he, she					
Week 3	ch	sh	th	ng	Alphabet song, we, me, be					
Week 4	ai	ee	igh	oa	was					
Week 5	oo	ar	or	ur	my					
Week 6	ow	oi	ear	air	you					
Week 7	ure	er			they					
Week 8					her					
Week 9					all					
Week 10					are					
HFW	will that this then them with see for now down look too									
Tricky Words	he she we me be was you they all are my her									
Phase 4: Recognition & Recall of previous phase (Applying pages 126-128)										
Week 1					said, so					
Week 2					have, like, some, come					
Week 3					were, there, little, one					
Week 4					do, when, out, what					
HFW	went it's from children just help									
Tricky Words	said have like so do some come were there little one when out what									
Phase 5: Recognition & Recall of previous phase (Applying pages 151-165)										
Week 1	ay	ou	ie	ea	/zh/	treasure				
Week 2	oy	ir	ue	aw	oh, their					
Week 3	wh	ph	ew	oe	au	people, Mr, Mrs				
Week 4	a_e	e_e	i_e	o_e	u_e	looked, called, asked				
Alternative pronunciations										
Week 5	i (fin, find) c (cat, cent) u (but, put)	o (hot, cold) g (got, giant)	water, where, who, again, thought through							
Week 6	ow (cow, blow) ea (eat, bread) er (farmer, her)	ie (tie, field) a (hat, what)	work, mouse, many, laughed, because different							
Week 7	y (yes, by, very) ch (chin, school, chef) ou (out, shoulder, could, you)	any, eyes, friends, once, please								
Weeks 8-30	Recognition and recall									
HFW	don't old I'm by time house about your day made came make here saw very put									
Tricky words	oh their people Mr Mrs looked called asked could									
Phase 6										
Whole Phase	Suffixes:	-s	-es	-ing	-ed	-s	-er	-est	-y	-en
		-ful	-ly	-ment	-ness					

Phonics glossary

blend — to draw individual sounds together to pronounce a word, e.g. s-n-a-p, blended together, reads snap

cluster — two (or three) letters making two (or three) sounds, e.g. the first three letters of 'straight' are a consonant cluster.

consonant digraph — two letters making one sound, e.g. sh, ch, th, ph.

vowel digraphs comprise of two vowels which, together, make one sound, e.g. ai, oo, ow

split digraph — two letters, split, making one sound, e.g. a-e as in make or i-e as in site

trigraph- three letters together which make one sound eg dge or igh

grapheme — a letter or a group of letters representing one sound, e.g. sh, ch, igh, ough (as in 'though')

grapheme-phoneme correspondence (GPC) — the relationship between sounds and the letters which represent those sounds; also known as 'letter-sound correspondences'

mnemonic — a device for memorising and recalling something, such as a snake shaped like the letter 'S'

phoneme — the smallest single identifiable sound, e.g. the letters 'sh' represent just one sound, but 'sp' represents two (/s/ and /p/)

segment (vb) — to split up a word into its individual phonemes in order to spell it, e.g. the word 'cat' has three phonemes: /c/, /a/, /t/

VC, CVC, CCVC — the abbreviations for vowel-consonant, consonant-vowel-consonant, consonant-consonant-vowel-consonant, which are used to describe the order of letters in words, e.g. am, ham, slam.