

Phonics

Intent

At Smallthorne Academy we intend to for all children to develop a lifelong love of reading. Reading enables children to access the rest of the curriculum. Phonics allows children to access reading. This is why the systematic teaching of synthetic phonics starting in Nursery is given a high priority.

By the end of Reception will know the GPC for the alphabet and some digraphs. They will be blending to read. They will be reading aloud simple sentences. They will be segmenting to spell words with the GPC they have been taught. (Animaphonics Phases 2,3,4 and phase 5 if appropriate)

In year 1 we aim for children to recognise alternative spellings for known phonemes. Read and spell words with all known GPCs. Read compound words and two syllable words and apply suffixes to root words. (Animaphonics Phases 5, 6)

By the end of year 2 children are learning further alternative spellings for phoneme phonemes. They are reading using alternative spellings and pronunciation, reading contractions and common exception words. Identifying common homophones. Using common suffixes. (Animaphonics Units 7,8,9= Letters and Sounds Phase 6)

We intend for children to be able to read sentences with some fluency. They will be spelling using the GPC they have been taught and to read common exception words.

Anamaphonics suggested phases per term (grid below) is broadly followed subject to specific cohort needs for spending more time on some phases and to revisiting phases or GPC that children need.

	Autumn	Spring	Summer
Nursery	Phase 1	Phase 1 & Early Worms	Phase 1 & Early Worms
Reception	Phases 2 & 3	Phase 4	Phase 4 & Phase 5a
Year 1	Recap Phase 5a Phase 5b	Phase 5c	Phase 6a
Year 2	Recap Phase 6a Phase 6b	Phase 6c	Phase 6d

Implementation

In Nursery, children are introduced to phonics through songs, games, activities and daily group phonics sessions. During the Nursery Phase 1 phonics is fully embedded. This includes general sound discrimination, rhythm and rhyme, alliteration, voice sounds and oral blending and segmenting. Using **Animaphonics Early worms** some Grapheme phoneme correspondence (GPC) are introduced when appropriate for the cohort and in a sequence that fits with children's interests/ needs. The letters and sounds in Early Worms can be introduced **in any order**. Early worms is not a systematic scheme of work and there is no expectation to build on prior knowledge. We are simply raising awareness of graphemephoneme correspondences by linking sounds to letters. Every letter is introduced with a **poem, song** and corresponding **action**.

In Reception and Key Stage One Phonics is taught daily using Animaphonics. Animaphonics is a fully synthetic phonics programme. Grapheme phoneme correspondence (GPC) are taught systematically and in incremental sequence so that children have time to consolidate and apply their new knowledge

Common exception words are introduced slowly, drawing children's attention to the 'tricky' parts of the word. Alternative spellings are known as Naughty Digraph and alternative pronunciations are Silly sounds.

Phonics Sessions have a familiar routine and structure:

- Revise-Practise previously taught phoneme grapheme correspondence and words. This is a quick paced and fun recap.
- Teach-Each new phoneme is introduced through a song or poem, with corresponding mnemonics action and animal mascot. Animaphonics interactive resources are used as well as other resources and activities selected by the teacher to reinforce learning. • Practise-Children practice reading and/ or spelling using the GPC • Apply-Children apply the new knowledge through sentence work.
- Assessment is ongoing during lessons to inform planning.

As well as ongoing assessment children's GPC knowledge and ability to blend to read is assessed at the end of every unit, allowing class teachers, phonics lead and SEN staff to quickly target children most in need of support and to identify gaps. Additionally, groups or individuals are identified who require quick, short intervention which are implemented to support these children alongside their daily quality first teach phonics session.

Year 1 (and children in year 2 who didn't pass the phonics screen at the end of year 1) undertake a practice phonics screen at the end of each half term. Their scores are tracked and any gaps in knowledge are quickly identified so the quick, short interventions can be implemented.

Links with phonics taught are made across the curriculum. In Early Years phonics is applied across the learning environment.

Impact

- Children will have clear enjoyment and confidence decoding using phonics.
- Children will be able to access the curriculum.
- The large majority of children will achieve age related expectations in English.
- The percentage of children passing their Year 1 phonics screen will be at least in line with National averages.

We believe that the ability to read impacts learning and the ability to access the curriculum. The impact of phonics on the whole child cannot be underestimated.