

PHONICS POLICY (Smallthorne)

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Summary	At Smallthorne Primary 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.			
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VERSION CONTROL

Version No:	Type of change	Date	Revisions from previous version
0.1	New Document	June 2022	New Policy
V1.0	Annual Review	June 2023	No changes
V1.1	Annual Review	May 2024	Date changes, document owner updated. Section 5.2.c - part deleted Section 5.3.c & 5.4.b - updated Section 6.b - minor change

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1. STATUS

- a. Non statutory.

2. RATIONALE

2.1 Phonics (Reading and Spelling)

- a. At Smallthorne Primary 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.
- b. In 2006 Sir Jim Rose completed his independent review of the teaching of early reading. The Rose Report makes it clear that 'high-quality phonic work' should be taught systematically and discretely as the prime approach used in the teaching of early reading. The review report provided clear recommendations of what constitutes 'high-quality phonics work.'
- c. The Reading Framework July 2021 states 'Phonics is a body of knowledge that is necessary for children to learn to read and spell. Because of the complex alphabetic code of English, children are taught explicitly the correspondences between letters and sounds (graphemes and phonemes), as well as the skill of blending the individual sounds together to read. The term 'synthetic' phonics refers to the verb 'synthesise', meaning 'to combine'. The skill of segmenting words into their individual sounds is needed for spelling. Word reading and spelling are 'reversible processes'.⁵⁷ Reading involves blending sounds to say a whole word; spelling involves segmenting a whole word to identify the sounds in it.'

3. AIMS

3.1 Through our Phonics and Spelling Policy we aim to:

- a. Establish consistently high quality practice, progression and continuity in the teaching and learning of phonics and spelling through the Academy. We aim to ensure all children know the 44 main grapheme phoneme correspondence and are able to blend to read and segment to spell.

4. TEACHING AND LEARNING

4.1 Assessment

- a. Nursery, Reception, Year 1 and Year 2 have daily **whole class** phonics lessons following the Animaphonics programme. Some children require additional 'booster' sessions at other times of the day to ensure they quickly catch up and no child is left behind.

5. PHONICS PORGRAMME

- a. In 2021 the Government released a list of Validated systematic synthetic phonics teaching programmes for school to select their programme from.
- b. Smallthorne Academy selected The Animaphonics Programme
- c. Anima Phonics: Letters and Sounds Updated encourages children to put their knowledge of letter-sound correspondences to immediate use, by teaching three core skills: How we teach children to read Why synthetic phonics? After decades of global research and observation of teaching practices and learning outcomes, we now know how best to teach children to read. Synthetic phonics is the proven method to achieve success for every child, regardless of their age, gender, background, language profile or additional learning needs
- d. Using the Animaphonics Programme each new sound is introduced through a song or poem, with a corresponding mnemonic action and animal mascot.
- e. Animaphonics informs content and structure of phonics lessons for Early Years and Key Stage 1
- f. Animaphonics provide lessons plans, PowerPoints and resources. Teachers carefully adapt the planning to meet the needs of the children within their class.



g. Phonics Sessions have a familiar routine and structure:

- i. Revise-Practise previously taught phoneme grapheme correspondence and words. This is a quick paced and fun recap.
- ii. 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.
- iii. Practise-Children practise reading and/ or spelling using the GPC
- iv. Apply-Children apply the new knowledge through sentence work.

h. Assessment is ongoing during lessons to inform planning.

5.1 Nursery



- a. In Nursery the children begin by learning all the Letters and Sounds Phase 1 pre-reading skills. These are broken down into 7 aspects which enable children to tune into sounds.
 - i. Aspect 1 General sound discrimination- environmental
 - ii. Aspect 2 General sound Discrimination-Instrumental
 - iii. Aspect 3 General sound Discrimination-Body percussion
 - iv. Aspect 4 Rhythm and rhyme
 - v. Aspect 5 Alliteration
 - vi. Aspect 6 Voice Sounds
 - vii. Aspect 7 Oral blending and segmenting
- b. During the Spring Term Nursery children are introduced to some letters. The letters and sounds in AnimaPhonics Early Worms are introduced in any order. This is not a systematic scheme of work and there is no expectation to build on prior knowledge. We are simply raising awareness of grapheme-phoneme correspondences by linking sounds to letters.

- c. Every letter is introduced with a poem and corresponding action.



- d. Crucially once this stage begins the children continue to be taught the phase 1 aspects. These pre-reading skills are so vital for future success that the skills must be fully embedded throughout all the Nursery terms.

5.2 Reception

- a. Reception phonics is taught using the Animaphonics Programme. By the end of the year, 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.
- b. Animalphonics Units 1,2,3 is equivalent to the old Letters and Sounds Phases 2,3,4
- c. Reception introduce some digraphs very early on using the Quick start sequence. The Animaphonics Quick Start Sequence provides an alternative order of progression for Phase 2 and Phase 3. Based on their research, they have remove the step-change between single letters and digraphs. In this order, some digraphs are taught earlier on and children learn to recognise them as easily as any other GPC. Each subsequent GPC, single letter or digraph, is chosen based on which opens up the maximum number of words each day.
- d. 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.

5.3 Year 1

- a. Year One continue to develop their knowledge and skills following the Animaphonics programme.
- b. 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.
- c. Animaphonics Units 4,5,6 5b, 5c, 6a is equivalent to the old Letters and Sounds Phases 4,5

5.4 Year 2

- a. By the end of year 2 children are learning further alternative spellings for phoneme phonemes using the Animaphonics programme. They are reading using alternative spellings and pronunciation, reading contractions and common exception words. Identifying common homophones. Using common suffixes.
- b. Animaphonics Units 7,8,9 6b, 6c, 6d is equivalent to the old Letters and Sounds Phase 6
- c. 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.
- d. Children who did not pass their year 1 Phonics Screening will retake in year 2 and will receive additional phonics sessions throughout year 2 to enable them to access the curriculum.

5.5 Key Stage 2

- a. Children in key stage two who require support with phonics are taught using Animaphonics. The gaps in knowledge are identified and Animaphonics units are taught as appropriate.

6. ASSESSMENTS

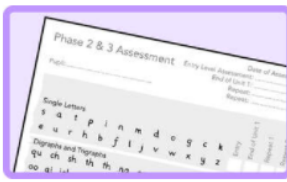
- a. At the end of each Animaphonics unit the children are assessed using the Animaphonics assessment resources. This assessment usually takes place after a 10-12 week unit. The information is recorded on a spreadsheet which is shared with the phonics lead. This information is used to inform next steps, interventions and boosters required and any adaptation to the next unit.

Tracker



Track your children's progress with this Excel tracker. Automatic colour-coding makes it easy to identify those in need of additional support.

Results



Results sheet to quickly record responses when administering the assessment.

Materials



Reading materials and instructions for administering the 1:1 assessment.

- b. Year 1 practice reading words using previous Phonics Screenings at the end of every **half term**. Teachers then complete a class tracking sheets at the end of every **half term** which is reviewed by the phonics lead. Children who may need additional phonics boosters are identified and intervention is put in place.
- c. In the Summer term of Year 1 the children will take the statutory National Phonic Screening Test one to one under test conditions.
- d. If children are still working towards the Phonic screen by the end of Year 1 then they will work in a small intervention group to enable them to retake the screening in Year 2 during the Summer term.

7. LINK TO OTHER POLICIES

- a. None.

8. MONITORING AND REVIEW

- a. This policy has been approved by the Board of Trustees. It will be reviewed by the Policy and Procedures Working Group on an annual basis to ensure continuing compliance.