



PHONICS POLICY

Revised February 2023	Date
Discussed and agreed by Chair	26.2.23
To be reviewed	Feb 2024

Intent

In seeking to improve phonics at Lace Hill, in 2022, after rigorous research, we began implementing the systematic approach of the Sounds Write scheme for phonics. The scheme has recently been acknowledged by the DFE's Systematic Synthetic Phonics (SSP) Teaching Programme (2020 DFE).

Sounds~Write is a DFE validated, research supported, systematic phonics programme. The program offers a 4-day training course to ensure staff are fully equipped to teach effective, high-quality phonics using the lesson scripts provided. Our intent is that all children leave Lace Hill as confident readers who can apply phonic knowledge to writing.

Key Knowledge, Vocabulary and Skills:

Sounds Write is a highly structured, multi-sensory, incremental and code-orientated, instructional approach to teaching children to read and spell. The programme gives professionals research developed lesson plans that are clearly structured. The programme uses an interleaving approach to ensure that new code is taught and previous learning is regularly reviewed.

We explicitly teach the children the 3 skills of:

- Blending (putting sounds together to read a word)
- Segmenting (breaking a word into sounds to spell)
- Phoneme manipulation (sound swapping).

These skills are taught within three units:

The Initial Code

This is the beginning of the program, taught as soon as the children start school in EYFS. It begins by introducing code involving one sound, one spelling, one syllable and CVC words. As we progress, it increases in complexity moving onto four, five and six sound words with the structure CVCC, CCVC, CCVCC/CCCVCC before introducing the most common consonant diagraphs.

The Extended Code

From year 1 onwards, we teach the remaining common vowel and consonant sound to spelling correspondences until all of the forty-four sounds in English have been covered. These include two letters, one sound, same sound, different spelling (o/oa/ow/o-e) and same spelling, different sound (great/ beat)

Polysyllabic Words

The Polysyllabic words unit runs parallel to The Extended Code, progressing from two syllable to six-syllable words. The children are encouraged to break words down into

syllables from reading and writing using the script “say the sounds to read the syllable, read the syllables to read the word”

The level of challenge in each year group is carefully considered and reflects the teaching of our English lessons across the school.

Year	Content – see appendix 1 for detailed timeline
EYFS	Initial Code (11 Units)
Year 1	Extended Code (Units 1-24)
Year 2	Extended Code (Units 25-49)
Year 3/4	Continue the Extended Code for children that require it Review Code that is causing common misconceptions Continue daily whole class reading sessions, teaching topic words, common misconceptions, statutory words and comprehension. Fluency checks will also be taught as part of these sessions Throughout the curriculum, teachers maximise learning opportunities to teach spelling and reading Accelerated Reader is also used to develop fluency and comprehension and children’s reading level is based on frequent low stakes tests.
Year 5/6	Continue daily whole class reading sessions, teaching topic words, common misconceptions, statutory words and comprehension. Fluency checks will also be taught as part of these sessions Throughout the curriculum teachers maximise learning opportunities to teach spelling and reading Accelerated Reader is also used to develop fluency and comprehension and children’s reading level is based on frequent low stakes tests.

High Expectations

At Lace Hill, we have high expectations for both teaching and learning in phonics.

The diligent, concentrated and systematic teaching of phonics is central to the success of all the schools that achieve high reading standards in Key Stage 1. This requires high-quality and expert teaching that follows a carefully planned and tightly structured approach to teaching phonic knowledge and skills. Pupils are given opportunities to apply what they have learnt through reading – including time to read aloud to adults to practise their decoding skills – writing and comprehension of what they are reading. (Reading by 6, how the best schools do it. OFSTED 2010)

We invest highly into the rigorous training of staff to ensure the children receive high quality phonics instruction. Phonics is an integral part of our curriculum, with Sounds Write strategies used across all curriculum areas.

Class teachers are always available to support parents with phonic strategies when needed and phonics workshops are offered to all parents.

Equality of Access

It is our aim that all children can access high quality phonics teaching. The structure and simplicity of the Sounds Write approach makes it a programme accessible to all learners and helps them to make good progress with their reading and spelling.

The scheme follows a mastery approach where the whole class are taken on the learning journey together. Constant assessment by our trained staff members, during the session, allows for responsive in-lesson intervention as well as challenge for individuals progressing more quickly. The interleaving approach allows for regular retrieval and practice of previously taught code.

For those children who are working at greater depth in reading and spelling, ~~there will be~~ more challenging tasks are set within whole class teaching.

This may include:

- Using phonic code knowledge to spell another word with an alternative spelling of the same sound
- Generating more words that use the same spelling of the focus sound
- Writing a sentence to include the focus word
- Use their code knowledge to spell a polysyllabic word with more syllables than the whole class task - seeking the sound in a higher level piece of text

During whole class teaching, if there is TA support, the TA will support the lowest 20% of the class by repeating words and supporting letter formation to ensure all children remain on track in the session. These children will also benefit from the support of the teacher during daily interventions.

Daily interventions

These are for all children in YR to Y2. Gaps are identified and the children will be re-taught from the code that they cannot use independently in order to keep them up with the rest of the class. Daily interventions are also offered to children for consolidation and application purposes as well as to offer challenge if required. Daily interventions take place as part of dedicated phonics time in the school day to avoid narrowing the curriculum.

Quality first

This is our first step to ensuring progress.

When progress is below ARE (age related expectations) teachers plan and implement interventions. This is done in collaboration with the Assessment Lead and through thorough evaluation of the data and teacher assessment.

When specific areas of difficulty arrive, teachers seek the Phonics Lead for advice. Professional development is a high priority for staff at Lace Hill. Therefore, support may

include access to further, more specific training from Sounds-Write. Relevant, useful information is then disseminated to the whole staff team to ensure the best for all pupils.

Implementation

Frequency of teaching

What does a Sounds Write Lesson Look Like?

EYFS to Year 2

- A Sounds Write daily lesson is 30 minutes of phonics teaching followed by daily interventions. (Reception will build to this)
- Each Session will include aspects of the following:
 - New code (same sound, different spelling), reading and spelling
Review of previously taught code (reading and spelling)
 - Y1 onwards- polysyllabic word reading and writing
 - Short passage reading or dictation activities

Year 3 to 6

The children will build upon previous learning, using phonics strategies to read and spell polysyllabic words. Daily whole class reading lessons take place.

These sessions include:

- Fluency checks
- Vocabulary teaching and spelling
- Whole class reading/paired reading/independent reading
- Comprehension
- Partner talk
- Independent thinking

Impact

The impact of Sounds-Write will be seen in the children's competency to read and write at least at ARE.

Assessment and Record Keeping

We will assess the progress that children are making in the following ways:

- Assessment for learning throughout lessons, responding to children's needs immediately within lessons.
- Fortnightly reading assessments to ensure children's abilities are accurately matched to the book they are reading.
- Half termly tracking of phonics progress and attainment in Reception to Y2 through our phonics tracking system.
- Phonics screening tests in Y1 and Y2 (if required).
- Y2 and Y6 SATs in spelling and reading.
- Termly reading and writing assessments across the school.

Appendix 1 – Sounds~Write timeline

Reception

Term	Week	Code	Unit	Sound
Autumn	1	Initial	1	a
	1			i
	2			m
	2		2	s
	2			t
	3			n
	4		3	o
	4			p
	5			b
	5		4	c
	6			g
	6			h
	7		5	d
	7			e
	8			f
	8		6	v
	9			k
	9			l
	10		7	r
	10			u
	11			j
	12		8	w
	12			z
	13			x
	13		9	y
	14			ff
	14			ll
	15			ss
End of Autumn	15			zz
Spring				ARE
	1		8	VCC
	1			CVCC
	2		9	CCVC
	2			CCVC
	3		10	CVCCC
	4			CCCVC
	5		11a	ch
	6		11b	sh
	7		11c	th
	8		11d	ck

	9	11d	wh	
	10	11e	ng	
	11	11e	q	
End of Spring	12	11e	u	ARE
Summer	1		k (c, k, ck)	
Consolidation and bridging lesson	2			
	3			
	4		ch (ch, tch)	
	5			
	6			
	7		l (l, ll, le)	
	8			
	9			
	10		w (w, wh)	
	11			
	12			
End of Summer	13			ARE

Year 1

Term	Week	Code	Unit	Sound spelling<>	Polysyllabic words	
Autumn	1	Initial	9	CCVC		
	1		10	CCVC		
	1			CVCCC		
	1			CCCVC		
	1		11a	ch		
	1		11b	sh		
	1		11c	th		
	1		11d	ck		
	1		11d	wh		
	1		11e	ng		
	1		11e	q		
	1		11e	u		
	2		1	ae		
	4		2&3	ee/ <ea>		
End of Autumn	6	Extended	4&5	oe <o>	√	
	8		6	er	√	
	10		7	e	√	
	12		8&9	ow <ow>	√	
	14		10	oo (moon)	√	ARE
Spring	1		11	ie	√	
	3		12&13	oo (book)/ <oo>	√	
	5		14&15	u/ <ou>	√	

End of Spring	7	16&17	s/ <s>	✓	ARE
	9	18	l	✓	
	11	19	or	✓	
	1	20	air	✓	
Summer	3	21&22	ue/ <ue>	✓	
	5	23	oy	✓	
	6	24	ar	✓	
	8	PHONICS SCREENING			ARE
	9	25&26	/o/ <a>	✓	
	11	Review/Revisit			
	13	Review/Revisit			

Year 2

Term	Week	Code	Unit	Sound spelling<>	Polysyllabic words	
Autumn	1	Extended	25&26	o/ <a>	✓	
	3		27	ae	✓	
	5		28	d	✓	
	7		29	ee	✓	
	9		30&31	i/ <y>	✓	
	11		32	oe	✓	
	13		33	n	✓	
	15		34	er		ARE
Spring	1		34	er	✓	
	2		35	v	✓	
				oo (moon - more versions)		
	4		36		✓	
	6		37	j	✓	
	8		38&39	g/ <g>	✓	
	10		40&41	f/ <gh>	✓	
	12		42	m		ARE
Summer	1		42	m	✓	
	2		43	or	✓	
	4		44	h	✓	
	5		45	k	✓	
	7		46	r	✓	
	9		47	t	✓	
	11		48	z	✓	
	13		49	eer	✓	ARE

Appendix 2 – Reading assessment example



Sounds~Write

Reception – Initial Code - Unit 1

Teacher's Mark and Record Sheet

Child's name:

Date:

Phonemes

Mark ✓ or X

Mark a tick by phonemes read automatically.

Mark a cross by any phoneme that the child could not read.

a		i		m		s		t	
---	--	---	--	---	--	---	--	---	--

Words

Mark ✓ or X

Mark a tick by phonemes read automatically.

Mark a cross by any phoneme that the child could not read.

at		it		am		sit		mat	
----	--	----	--	----	--	-----	--	-----	--

Score

Phonemes: ____/5

Words: ____/5

Children who have achieved full marks in their phoneme section and at least four out of the five words can move to Unit 1 Dandelion Books:

Unit 1	1a	Sam, Tam & Tim
	1b	I am Sam
	1c	Is it Sam?
	1d	On the Mat
	Set 1	Sam
	Set 2	A Mat
	Set 3	Sit Sam

Sounds~Write

Year 1 – Extended Code - Unit 1 sound/ae/

Teacher's Mark and Record Sheet

Child's name:

Date:

Phonemes

Mark ✓ or X

Mark a tick by phonemes read automatically.

Mark a cross by any phoneme that the child could not read.

ai		ay		ea		z-c	
----	--	----	--	----	--	-----	--

Words

Mark ✓ or X

Mark a tick by words read automatically.

Mark a cross by any words that the child could not read.

say		bake		rain		play	
great		whale		quake		quaint	

High-Frequency Words

Mark ✓ or X

Mark a tick by words read automatically.

Mark a cross by any words that the child could not read.

they		came		day	
made		make			

Sentences

Mark ✓ or X

Mark a tick by words read automatically.

Mark a cross by any words that the child could not read.

I had a play in the rain and fell. I came away sad.

Score

Phonemes: ____/4

Words: ____/8

High-Frequency Words: ____/5

Sentences: ____/13

Children who have achieved the below targets can move on to the Extended Code Unit 1 Dandelion Books:

- Full marks in their phoneme section
- At least four out of the five words
- At least four out of five high-frequency words
- At least twelve out of the thirteen words in the sentence.



Level 1	ai	The Mail
Level 2	ai, ay, a	Viv Wails
Level 3	ai, ay, a, a-e, ea	Jake the Snake
Sounds~Write	ai, ay, a, a-e, ea	Ted Saves the Day
Sounds~Write	ai, ay, a, a-e, ea	The Fun Day

