

Phonics

Context

At Huntingdon Academy, attainment on entry to Foundation One is well below the national average. According to the Indices of Deprivation, 95.7% of children come from 30% of the poorest households nationally. The school's IDACI figure of 0.59, makes the school one of the top 20% most deprived schools in the country. Over half (57.5%) of children are classed as Free School Meals under the new classification (FSM at any point in the last six years). This is nearly three times the national average value.

The mobility of children throughout the school is high and well above the national average. We have 93 pupils (27%) on the SEND register. Approximately 45% of children have outside agency involvement such as social care and family support.

The school has an increasing number of children who are asylum seekers, many of these children are at a very early stage of English acquisition. Presently, there are 32 different languages spoken by children from ethnic minorities - 41% of children speak English as an additional language. Huntingdon Academy has 13 out of 17 possible ethnic groups, the average number of groups for this phase of education is 9.

Overarching aims for Reading

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils: read easily, fluently and with good understanding.

The programmes of study for reading at key stages 1 and 2 consist of two dimensions:

- **word reading**
- comprehension (both listening and reading).

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Intent

'Phonics gives children the key to unlocking this alphabetic code for their reading and spelling.'

At Huntingdon, we intend to provide all children with the skills necessary to become fluent readers. We recognise reading as a life skill, which is the cornerstone to access the rest of the curriculum. We aim for all children to have a secure understanding of Phase 2 and 3, become successful, fluent readers by the end of Key Stage 1 and develop a lifelong love of reading as they move through school. Children will learn key phonological skills and develop skills in

segmenting and blending to complete the phonics screening check at the end of Year 1. (Please see half termly end points in table) Children will also learn tricky words and High frequency words. At Huntingdon we teach phonics systematically using a synthetic programme underpinned by the Letters and Sounds structure. We teach the children progressively building their GPC knowledge.

Children who attend Huntingdon Academy will leave knowing how to...

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading.
- read high frequency words with pace and accuracy

Half termly expectations

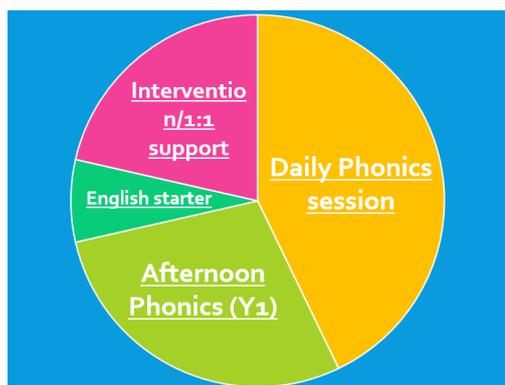
By the end of...	Sounds/set to know	Tracker
F2- Autumn 1	Set 1 and 2	Phase 2i
F2- Autumn 2	Set 3,4 and 5	Phase 2ii
F2- Spring 1	Set 6,7	Phase 3i
F2- Spring 2	Consonant digraphs	Phase 3ii
F2 Summer 1 through to Summer 2	Vowel digraphs	Phase 3iii
Year 1 Autumn 2	Main families- ai, ee, ie, oe, ue	Phase 5i
Year 1 Spring 1	Alternative pronunciations	Phase 5ii
Year 1 Summer 1	Secure in all Phase 5	Phase 5iii

Implementation

Every Phonics session at Huntingdon consists of:

Revisit, Teach, Practice and Apply

By the end of Foundation, children have access to a minimum of 1 hour of Phonics provision daily.



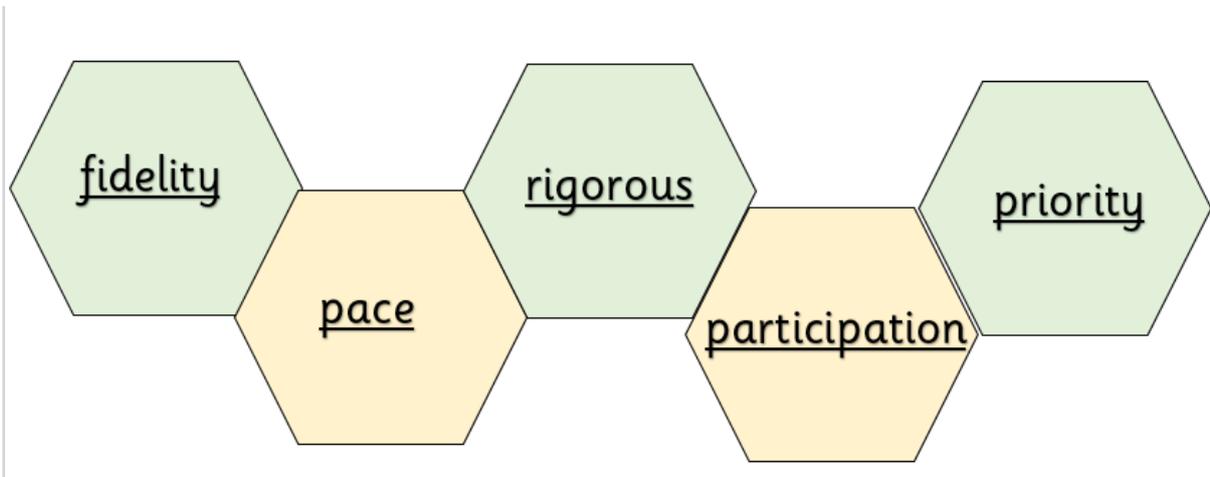
All children read decodable books which are specifically matched to the Phonics knowledge of individual children.

The sequence of reading books shows a cumulative progression in phonics knowledge that is matched closely to the school's phonics programme. Teachers give pupils practice in reading and re-reading books that match the grapheme-phoneme correspondence they know, both in school and at home.

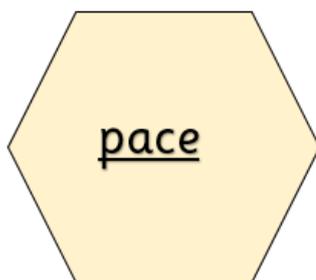
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Teaching of Phonics

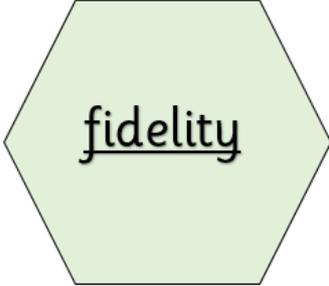
At Huntingdon Academy we believe high quality Phonics teaching is underpinned by the following 5 key principles.



The 5 principles are broken down into expectations of the way in which Phonics is delivered, assessed and monitored.

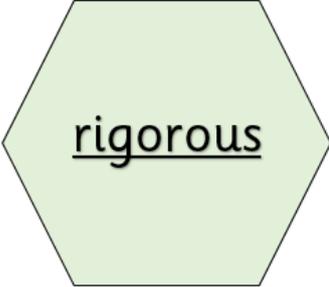


- Phonics lessons should be 25-30 minutes long with a total of 1hr being taught by the end of Foundation.
- Phonics is fast paced, interactive and meaningful.
- Appropriate volume of flashcards and word cards
- Direct teaching, listen, respond and practice.
- Daily application of skills. No games just reading and writing of sentences.
- Accuracy in teaching, precise and meaningful.
- Good subject knowledge of teachers of reading.
- Routines are clear for Phonics- children know what is next. Time spent effectively teacher rather than instructions based on routines.
- Direct teaching on carpet- practice and application at tables.



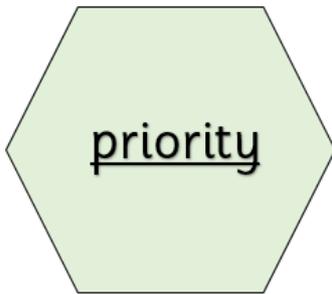
fidelity

- Only resources associated with our SSP programme are to be used. These need to be used effectively and that children know how to use them.
- Approach to teaching of tricky words and HFW
- Friezes, flashcards and phoneme mats alongside the animals for engagement.
- Decodable books- these run alongside or slightly behind the children's GPC knowledge.
- Accurate and consistent use of terminology, skills being taught and actions/phrases.
- Link to teaching of handwriting
- Consistent use of LTP, weekly planning format, assessment records and tracker.
- Script used for delivery
- Notebooks used in same format
- Parental engagement and understanding of our SSP programme.
- Phonics lead: learning walks to observe practice

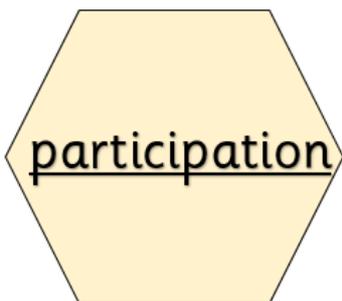


rigorous

- CPD and coaching is rigorous in order to build a team of experts.
- Children who need support are identified quickly and overcome.
- Rigorous assessment each half term or before if necessary.
- Children will record in exercise books sat at tables to teach writing/pencil grip etc. Handwriting policy referred to at all times.
- Clear, explicit and rigorous teaching of phonological skills for children to read and write independently.
- Interventions and 1:1 support are in line with our SSP programme and are effective.
- Lowest 20% documents updated regularly.
- Phonics lead to conduct progress meetings but colleagues must have regular discussions around children and their gaps.
- Tracker updated each half term.
- Phonics lead: Audit and data analysis. Identify and discuss children during learning walks with colleagues.



- Phonics teaching time is protected and must be taught daily without fail.
- Interventions and 1:1 is consistent and daily. This must be prioritised. Impact files up to date.
- Assessments, tracker, analysis and lowest 20% documents must be completed and it is a priority discussion that needs to be had in each team frequently.
- CPD is a priority and regular refreshers are available which colleagues need to participate in. It is vital colleague update the document on the dashboard to evidence its completion. *Building a team of experts.*
- Keep resources, word packs, decodable books organised, labelled and tidied with records up to date.
- Friezes to be on display at all times.
- Identify other areas of day to share flashcards of sounds, HFWs or tricky words. Eg- lining up for break.



- All children should be actively engaged during every session.
- Consider seating positions.
- Engaging, teachers/TA's show excitement for achievement during the session (values) and praise.
- Use of animals as a hook.



Children are also introduced to the following characters within each session in order to engage the children with the sound they are about to be introduced to.

The phonics adventures of.....



Tim the giraffe- Phase 2
Chung the elephant- Phase 3
Sandra the chimp- Phase 4
Pete the lion- Phase 5
Handa the Zebra- Phase 6

Impact

At Huntingdon, we are; ***“determined that every pupil will learn to read, regardless of their background, needs or abilities. All pupils, including the weakest readers, must make sufficient progress to meet or exceed age-related expectations.”***

- Children have acquired reading as a skill for life.
- Children are fluent, strong readers with a love and enjoyment of reading.
- Every child can learn to read.
- Develop our environment in order for reading to develop.
- That all teachers of reader are experts in Phonics.
- Parents are involved with the Phonics learning of their children and have a good subject knowledge of this.

We expect our percentage attainment for pupils who pass the Phonics screening test at the end of Year 1 to be at/above national average. Similarly with percentage attainment of children working at ARE and GDS to meet national average.



*'Keep
up, not
catch
up'*

Appendix:

1. Long term plan
2. Weekly planning format
3. Session structure
4. Notebook format
5. Individual assessment record
6. Phonics tracker
7. Lowest 20% document
8. Impact data sheet

