

Heathfield Primary School  
and Early Years Centre

Phonics Policy



## Rationale

At Heathfield Primary School & Early Years Centre, we are committed to delivering the South Ayrshire Reads programme. We base our reading instruction around the research, evidence and policy included within SAR. Each member of staff should have a deep understanding of The Science of Reading, ensuring that the instruction and intervention is based around the 5 components of reading. All staff should be able to identify our pupils' barriers and strengths within the components of reading to ensure progression and growth.

## Forward

This policy will outline the guidance and expectation to allow for a consistent approach across all ages and stages throughout Heathfield Primary School.

## Aims

Our aims:

- ☐ To provide a clearly-structured, pedagogy for the teaching of phonics
- ☐ To provide guidance on the teaching of encoding and decoding
- ☐ To encourage a multi-sensory approach which is proven to appeal to all preferred learning styles
- ☐ To introduce the skills of blending and segmenting sounds in words to help children to decode and encode
- ☐ To introduce all phonemes and their different representations
- ☐ To help children become independent and confident readers and writers
- ☐ To ensure all staff are clear on the key vocabulary to use during the teaching of phonics

# The Science of Reading

## Five Pillars of Literacy

Vocabulary	Phonemic & Phonological Awareness	Phonics	Fluency	Comprehension
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### The Simple View of Reading



word recognition

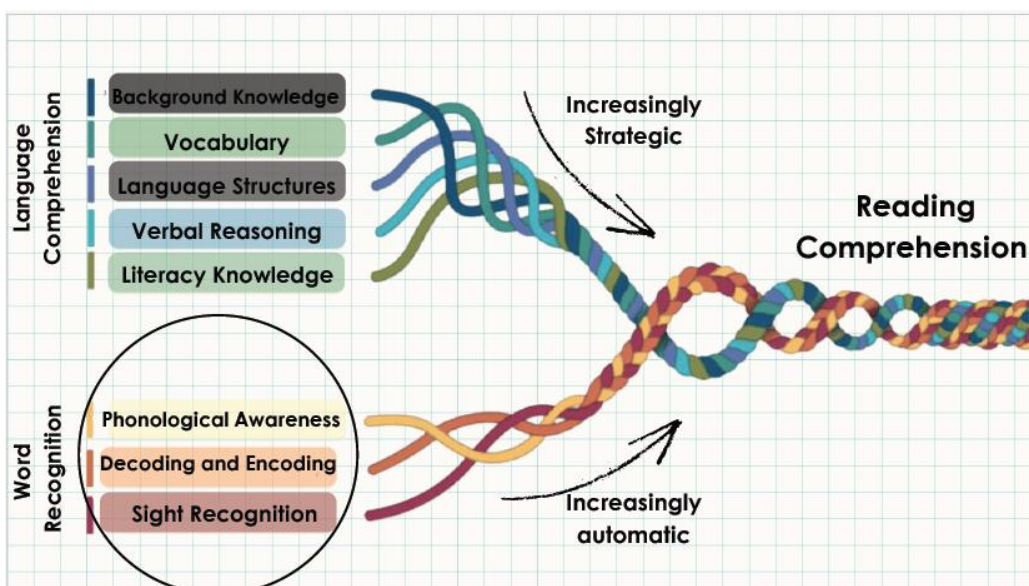
language  
comprehension

Reading  
Comprehension

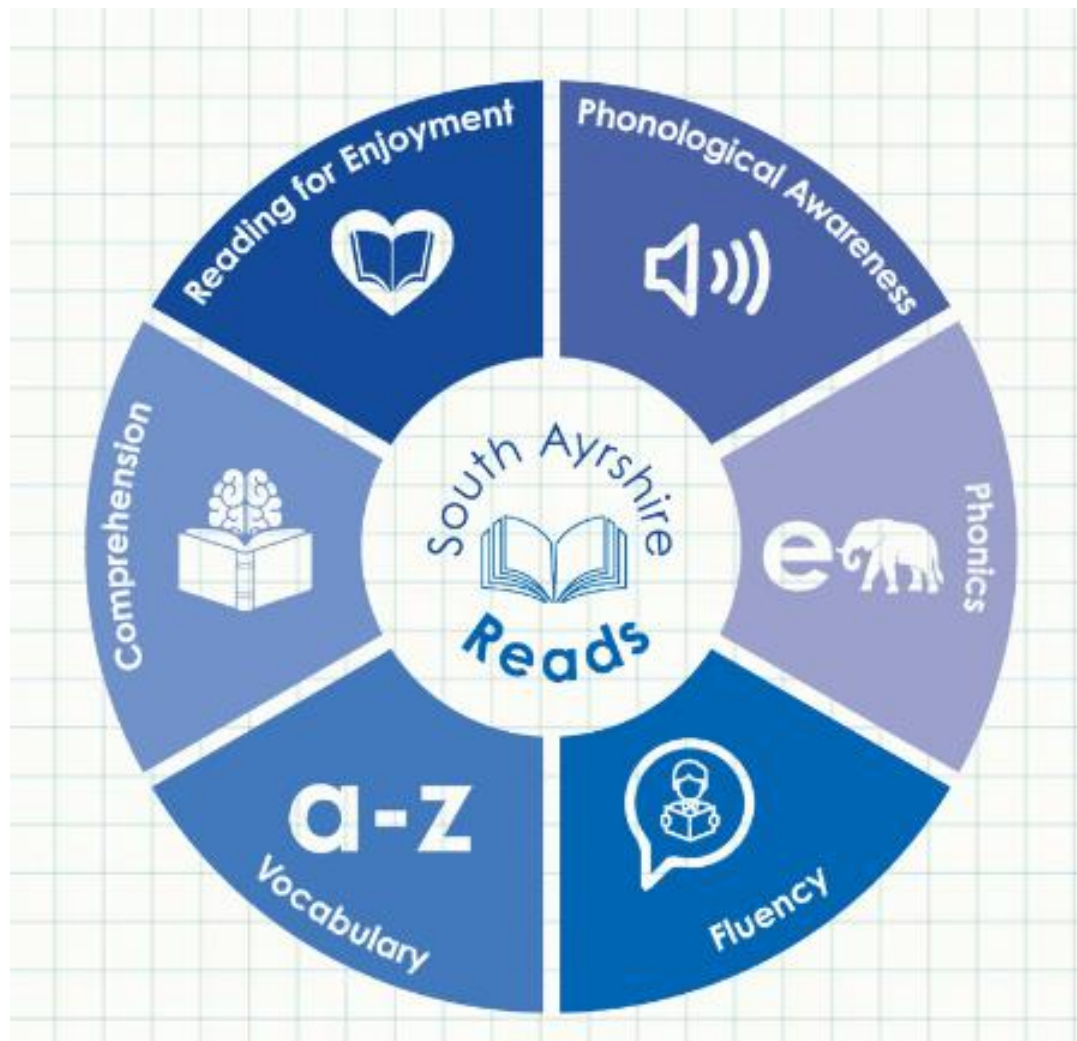
Fluency

Phonological  
Awareness  
Phonics

Vocabulary  
Comprehension





## South Ayrshire Reads 6 Components of Reading

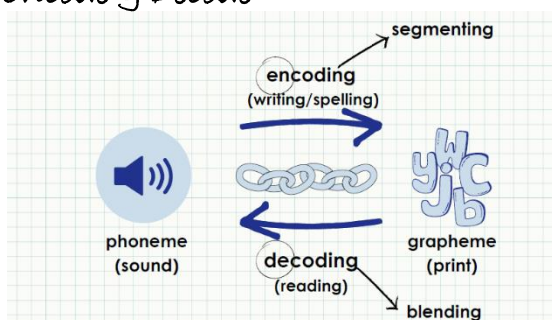


# Heathfield Phonics Guidelines

## Grapheme & Phoneme

<p><b>What is a phoneme?</b></p> <p>A <b>phoneme</b> is the smallest unit of sound in a word.</p> <p>Example: /k/ </p>	<p><b>What is a grapheme?</b></p> <p>A <b>grapheme</b> is the way we write a phoneme.</p> <p>Example: /k/ can be written 5 ways c k ck qu ch </p>
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## Encode & Decode



## Segmenting & Blending

Blending and segmenting are two different skills. Segmenting is about breaking a word down into phonemes, while blending is about combining phonemes to form words.

## Digraph/Trigraph

A **digraph** is two letters (two vowels or two consonants or a vowel and a consonant) which together make one sound. A **trigraph** is a single sound that is represented by three letters.

## Split Digraph & Magic e

a-e	wave	shade
o-e	joke	alone
i-e	line	inside
u-e	rule	duke
e-e	serene	delete

Key vocabulary used at Heathfield

## Prefix/Suffix

### Suffixes

A **suffix** is added to the end of a word to make a new word.

### Prefixes

A **prefix** is added to the beginning of a word to make a new word.

## Diactrically marking

**Diactritical Marking**

**Key:**

— Digraph or Trigraph

• Single Phoneme

— Split Digraph

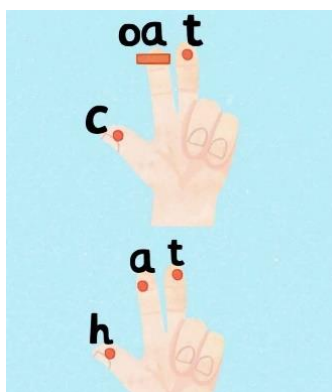
A **digraph** is two letters together representing one sound.

ch	ck	sh
ai	oo	ee

A **trigraph** is three letters together that spell one speech sound.

dge	tch	igh
ear	air	ure

## Phonic fingers

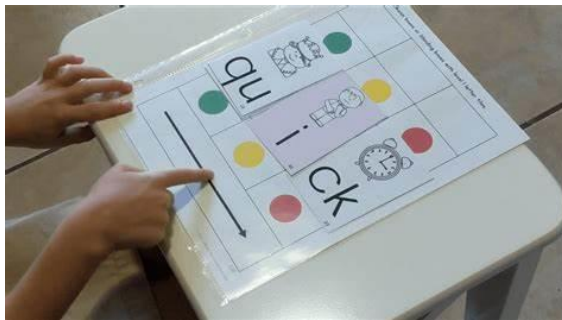




## Syllables

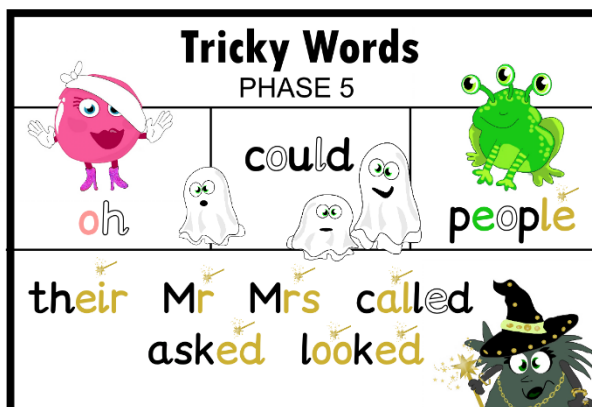


## Elkonin boxes

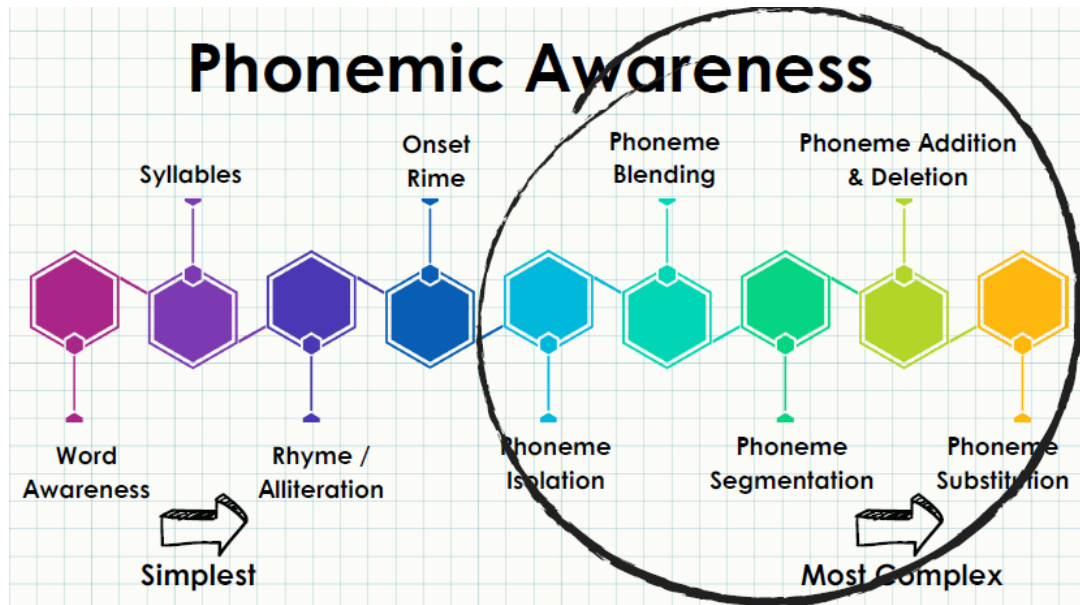


## Tricky Code Words

Most 'tricky code words' cannot be sounded out using the most common phonic code. However they are part of the code but have to be explicitly taught. For example 'was'. The spelling 'a' for the sound /o/ is common to many other words e.g. 'what, want, swan, swap'.



## Phonemic Awareness



## Alphabetic Code

### Alphabetic Code Chart

**The English Alphabetic Code**

graphemes, or spelling alternatives, which are code for the sounds

sound	single code	double code	triple code	quadruple code	quintuple code	sixuple code	septuple code	octuple code	nonuple code	decuple code
/a/	ax	ac	ad	af	ag	ah	ai	aj	ak	al
/b/	ba	be	bi	bo	bu	by	ca	ce	ci	co
/c/	ca	ce	ci	co	cu	cy	da	de	di	do
/d/	da	de	di	do	du	dy	ea	ee	ei	eo
/e/	ea	ee	ei	eo	eu	ey	fa	fe	fi	fo
/f/	fa	fe	fi	fo	fu	fy	ga	ge	gi	go
/g/	ga	ge	gi	go	gu	gy	ha	he	hi	ho
/h/	ha	he	hi	ho	hu	hy	ia	ie	ii	io
/i/	ia	ie	ii	io	iu	iy	ja	je	ji	jo
/j/	ja	je	ji	jo	ju	jy	ka	ke	ki	ko
/k/	ka	ke	ki	ko	ku	ky	la	le	li	lo
/l/	la	le	li	lo	lu	ly	ma	me	mi	mo
/m/	ma	me	mi	mo	mu	my	na	ne	ni	no
/n/	na	ne	ni	no	nu	ny	oa	oe	oi	oo
/o/	oa	oe	oi	oo	ou	oy	pa	pe	pi	po
/p/	pa	pe	pi	po	pu	py	qa	qe	qi	qo
/q/	qa	qe	qi	qo	qu	qy	ra	re	ri	ro
/r/	ra	re	ri	ro	ru	ry	sa	se	si	so
/s/	sa	se	si	so	su	sy	ta	te	ti	to
/t/	ta	te	ti	to	tu	ty	va	ve	vi	vo
/v/	va	ve	vi	vo	vu	vy	wa	we	wi	wo
/w/	wa	we	wi	wo	wu	wy	xa	xe	xi	xo
/x/	xa	xe	xi	xo	xu	xy	ya	ye	yi	yo
/y/	ya	ye	yi	yo	yu	yy	za	ze	zi	zo
/z/	za	ze	zi	zo	zu	zy				

sound	single code	double code	triple code	quadruple code	quintuple code	sixuple code	septuple code	octuple code	nonuple code	decuple code
/a/	ax	ac	ad	af	ag	ah	ai	aj	ak	al
/b/	ba	be	bi	bo	bu	by	ca	ce	ci	co
/c/	ca	ce	ci	co	cu	cy	da	de	di	do
/d/	da	de	di	do	du	dy	ea	ee	ei	eo
/e/	ea	ee	ei	eo	eu	ey	fa	fe	fi	fo
/f/	fa	fe	fi	fo	fu	fy	ga	ge	gi	go
/g/	ga	ge	gi	go	gu	gy	ha	he	hi	ho
/h/	ha	he	hi	ho	hu	hy	ia	ie	ii	io
/i/	ia	ie	ii	io	iu	iy	ja	je	ji	jo
/j/	ja	je	ji	jo	ju	jy	ka	ke	ki	ko
/k/	ka	ke	ki	ko	ku	ky	la	le	li	lo
/l/	la	le	li	lo	lu	ly	ma	me	mi	mo
/m/	ma	me	mi	mo	mu	my	na	ne	ni	no
/n/	na	ne	ni	no	nu	ny	oa	oe	oi	oo
/o/	oa	oe	oi	oo	ou	oy	pa	pe	pi	po
/p/	pa	pe	pi	po	pu	py	qa	qe	qi	qo
/q/	qa	qe	qi	qo	qu	qy	ra	re	ri	ro
/r/	ra	re	ri	ro	ru	ry	sa	se	si	so
/s/	sa	se	si	so	su	sy	ta	te	ti	to
/t/	ta	te	ti	to	tu	ty	va	ve	vi	vo
/v/	va	ve	vi	vo	vu	vy	wa	we	wi	wo
/w/	wa	we	wi	wo	wu	wy	xa	xe	xi	xo
/x/	xa	xe	xi	xo	xu	xy	ya	ye	yi	yo
/y/	ya	ye	yi	yo	yu	yy	za	ze	zi	zo
/z/	za	ze	zi	zo	zu	zy				



## Phonics in the Class

All phonics lessons should be planned using the learning and teaching cycle detailed below. This should include systematic, explicit and direct teaching. Using decodable texts to align with phonics output.



Daily practice should include:

- ❖ Introduction of new phoneme (explicitly taught)
- ❖ Review and revisit of past phonemes (this can be done using flash cards or interactive flips)
- ❖ Encoding and Decoding activities
- ❖ Access to decodable readers

## Examples



### High Yield Activities for Revisit/Review & Plenary - decoding and encoding

Revisit & Review of prior learning: activities in this section should be completed at increasing speed.

ceiling		relief		piece	
shriek		receive		protein	
perceive		conceive		achieve	

blending/decoding

Diacritically mark words using previous weeks' grapheme, saying each sound as you go to. Write the number of sounds in the box. Top Tip: number of phonemes and graphemes will always be the same.

root words ending in -gue	root word + suffix
	fatigued
	cataloguing
	colleagues
	leagues

segmenting/encoding

Teacher reads out 4 or 5 words containing previous grapheme, which have an affix added. Learners to identify root word. Encourage use of phoneme fingers to segment the root word, write then diacritically mark. Top Tip: don't show the words or learners will just copy.



P1-2 whole class and struggling decoders in P3-7 should do speed sounds every day, often more than once.

Top Tip: We say 'mmmm' not 'muh' and 'lllll' not 'luh' when teaching the sounds. This really helps children when they learn to blend sounds together to read words.

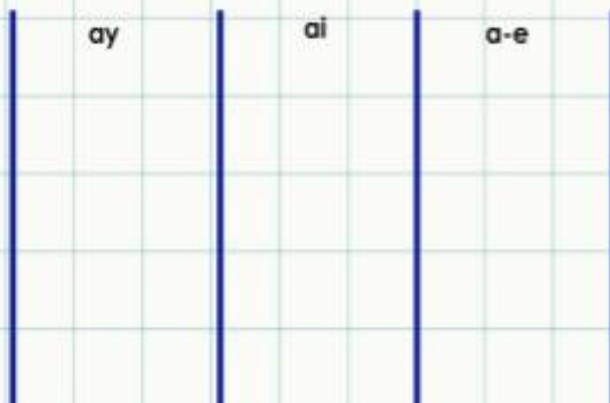
blending/decoding

Speed Writing - similar to speed sounds above but written rapidly on a mini-whiteboard as teacher calls them out. In older classes, speed writing could be whole words or phrases containing previously taught graphemes. When writing words, segmenting should be required. Top Tip: although it is 'speed' writing, this is not an excuse for sloppy handwriting. Insist it must be legible\* or it doesn't count. \*unless the child has a specific difficulty with fine motor



segmenting/encoding

Word sort using two/three or four graphemes (previously taught) which have the same phoneme e.g. /ay/ /ai/ /a-e/ /a/. Have learners draw vertical lines on a whiteboard to create 4 columns. Write each sound at the top. Teacher to call words containing the phoneme and learners place in correct column. Insist upon use of sounding out/phoneme fingers to segment. Top Tip: don't display the words to be sorted otherwise they will just be copying.



segmenting/encoding



**Word Relay** - this game can be played with any of the long vowel phonemes e.g. oa, ow, o-e. Use as review of previous phoneme at beginning or plenary at end of lesson. Put the pupils in three groups and line them up. Have a sheet of paper (with different graphemes) on the wall, each with a different coloured pencil/pen. Children take turns to segment a word containing their sound and write on the wall for 1 point. Teacher to time. Insist upon diacritical marking as a method to check their work - saying each sound as they mark it. Discussion of wrongly placed words at the end. Top Tip: Group members may help with word suggestions if a pupil is stuck, but the pupil writing must sound it out and write it.



**Hooray/Boo** - using previously taught grapheme, teacher call out real & nonsense words. Learners segment each word and write it correctly on their T-chart. Diacritically mark words. Top Tip: the use of nonsense words is one of the best ways to assess whether learners are decoding/encoding using letter/sound knowledge.



**pinner** - use a free online randomiser. Add either various graphemes or words containing a specific grapheme. Children have to either say the phoneme out loud or sound out the word it lands on.

Extend this by asking them to write a word which contains the grapheme shown or a sentence containing the word. For more able learners, challenge them by asking them to write a sentence with the word but stipulate that the sentence must begin with an adverb or contain a specific connective etc Top Tip: if being used a revision task, time each activity to increase pace and decrease disengagement.



**Bingo Stand up** - use alternative phonemes e.g. ai, ee, igh, ow. Give each learner a word containing these phonemes. Ask them to go and sound/blend/diacritically mark their word but not to show anyone. Teacher then calls out a word. The pupil with that word stands up and sounds out the word then blends. The rest of the class write the word on their board. Keep this moving quickly. Top Tip: encourage pupils to say each sound as they write, this helps to orthographically map them.



**Bucket Game** - teacher to have 3 or 4 buckets or tubs with alternative graphemes written on them. Pupils work in pairs, each pair with a different coloured pencil and small strips of paper. Teacher reads out a word or even sentence containing one of the alternative graphemes. Learners must segment the word and write it using the correct grapheme. Diacritically mark, saying each sound as they do. Teacher times this part, then calls 3,2,1 go - the pupils have 10 seconds to put their strip in the correct bucket. Top Tip: using different coloured pencils allows you to assess the pupils.



All these activities should be used only for revisit/review at the beginning of each lesson OR as a plenary.

During explicit teaching of new learning or deliberate practice of new learning, as per the learning & teaching cycle, tasks should be free of all the bells and whistles therefore avoiding cognitive overload. Learners should be using the skills of blending and segmenting during this stage of a lesson, to ensure they are orthographically mapping.

Blending and segmenting strategies should then be transferred to reading and writing lesson e.g. if a child gets stuck on a word, encourage/support them to sound it out rather than using multi-cueing or spelling it for them.

<p>How we <u>assess</u> pupil progress in phonics</p>	<p><u>Assessment</u></p> <p>Baseline assessment should be carried out at the start of each year to determine the classes starting point on the progression pathway.</p> <p><u>Heathfield Phonics Progression</u></p> <p>These assessments should then be carried out termly to track and monitor the progression of the learners.</p> <p>Formative assessment should be carried out throughout the term. Assessments will inform planning and interventions in and out of class.</p>
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