



SPARKEN HILL
ACADEMY

Phonics & Spelling Policy

Revised: May 2025

Review date: May 2027



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“The more you read, the more things you will know. The more that you learn, the more places you'll go.”

Theodor Seuss Geisel (March 2, 1904 – September 24, 1991)

“The best primary schools in England teach virtually every child to read, regardless of the social and economic circumstances of their neighbourhoods, the ethnicity of their pupils, the language spoken at home and most special educational needs or disabilities. A sample of 12 of these schools finds that their success is based on a determination that every child will learn to read, together with a very rigorous and sequential approach to developing speaking and listening and teaching reading, writing and spelling through systematic phonics. This approach is applied with a high degree of consistency and sustained.”Ofsted: Reading by Six. 2012

Please note: This policy runs in conjunction with the Policies for English, Reading and Handwriting.

INTENT:

At Sparken Hill Academy we are committed to the delivery of excellence in the teaching of Phonics. We aim to develop each child so that they are able to read with fluency as well as develop a love of reading that will stay with our children all their lives.

Being able to read is the most important skill children will learn during their early schooling and has far-reaching implications for lifelong confidence and well-being. The independent review of early reading conducted by Jim Rose confirmed that 'high quality phonic work' should be the prime means for teaching children how to read and spell words. The review also highlighted the importance of developing from the earliest stages children's speaking and listening skills, ensuring that beginner readers are ready to get off to a good start in phonic work by the age of five. Such work should be set within a broad and rich language curriculum.

High quality teaching of phonics is the key to developing independent readers and is given **the highest priority** at Sparken Hill. We want 'every child to be a reader' and we implement a very rigorous and sequential approach to developing speaking and listening and teaching reading, writing and spelling through systematic phonics.

Aims

- To teach children aural discrimination, phonemic awareness and rhyme awareness in order.
- To encourage good spelling.
- To encourage repetition and consolidation, so that spelling becomes automatic.
- To encourage children to segment and blend.

We want our children:

- To learn to read and write all phonemes (and their corresponding graphemes) in the English language.
- To learn specific strategies to help them remember common exception words.
- To experience teaching of phonics which is lively, interactive and investigative.
- To apply their phonic skills in all curriculum areas.
- To understand the links between phonics, reading and writing.

Teachers and Teaching Assistants should:

- Model good practice in use of phonics strategies.
- Ensure that classrooms are well stocked with attractive and appropriate resources for the teaching of phonics and that these are consistent throughout school.
- Keep up to date with record keeping and assessment.
- Use assessment to inform teaching.
- Ensure training is kept up to date and relevant to match the needs of groups and individual children they teach.

IMPLEMENTATION:

We use the Pearson: Bug Club Phonics at Sparken Hill, which is an SSP based on the foundations of the Letters and Sounds programme. Our principal aim is to develop the children's phonological awareness, ability to segment and blend words and read common exception words on sight- to become fluent readers! Bug Club Phonics provides short and long term planning for phonics throughout school. The schedule for

this can be found below.

Table 1 Units 1–12 of *Bug Club Phonics*, taught in **Foundation**

Phase	Unit	Focus	Not fully decodable words (irregular words)
2	1	s, a, t, p	
	2	i, n, m, d	
	3	g, o, c, k	to
	4	ck, e, u, r	the, no, go
	5	h, b, f, ff l, ll, ss	I, into, her
3	6	j, v, w, x	me, be
	7	y, z, zz, qu	he, my, by, she
	8	ch, sh, th, ng	they
	9	ai, ee, igh, oa oo (long), oo (short)	we, are
	10	ar, or, ur, ow, oi	you
	11	ear, air, ure, er	all, was, give, live
4	12	Adjacent consonants (cvcc, ccvc, ccvcc, cccvc, cccvcc)	said, have, like, so, do, some, come, were, there, little, one, when, out, what

Table 2 Units 13–30 of *Bug Club Phonics*, taught in **Key Stage 1**

Phase	Unit	Focus	Irregular/high-frequency words
5	13	wh, ph,	oh, their, people
	14	ay, a-e, eigh/ey/ei (long a)	Mr, Mrs, Ms
	15	ea, e-e, ie/ey/y (long e)	looked, called, asked
	16	ie, i-e, y, i (long i)	water, where
	17	ow, o-e, o/oe (long o)	who, again
	18	ew, ue, u-e (long o), u/oul, (short oo)	thought, through
	19	aw, au, al	work, laughed, because
	20	ir, er, ear	Thursday, Saturday, thirteen, thirty
	21	ou, oy	different, any, many
	22	ere/eer, are/ear	eyes, friends
	23	c, k, ck, ch	two, once
	24	c(e)/c(i)/c(y), sc/ st(l) se	great, clothes
	25	g(e)/g(i)/g(y), dge	it's, I'm, I'll, I've
	26	le, mb, kn/gn, wr	don't, can't, didn't

	27	tch, sh, ea, zh, (w)a, o	first, second, third
6	28	suffix morphemes ing, ed	clearing, gleaming, rained, mailed
	29	plural morphemes s, es	men, mice, feet, teeth, sheep
	30	prefix morphemes re, un prefix+root+suffix	vowel, consonant, prefix, suffix, syllable



Our planning and teaching at all levels should include; The same teaching sequence for each lesson delivered through each and every phase: Introduce, Revisit, Teach, Practice and Apply.

Teaching:

Nursery: Children access differentiated phase 1 teaching through short guided groups daily. Phase 1 phonics focuses on developing children's phonological awareness which allows them to recognise and work with the sounds of spoken language. Key persons sing nursery rhymes, play with alliteration and rhyme and segment and blend words orally. Phase 1 phonics skills are the foundations for phase 2-5 learning and must be embedded before phoneme-grapheme correspondence can be taught. Staff have a secure knowledge of the Phonics programme through CPD.

Reception: We teach phonics daily for 20 minutes from the child's start date. We teach age related phonics to each whole class, to ensure all children are exposed to their age related phonics levels, differentiating where needed. We provide additional interventions during the day, where individual gaps are addressed, to ensure that no child is left behind. Children will have completed phase 2, 3 and 4, by the end of Reception, and be ready to start phase 5 in Year One.

Year One: We teach phonics daily for 30 minutes a day. We teach age related phonics to each whole class, to ensure all children are exposed to their age related phonics levels, differentiating where needed. We provide additional interventions during the day, where individual gaps are addressed, to ensure that no child is left behind. Our aim is that all children will have completed phase 5 and 6, by the end of the year.

Year Two: Children who did not pass the phonics screening check in Year 1, receive phonics daily for 30 minutes a day. For these children, the Year 1 Bug Club programme is revisited, whilst those who have passed the screening check are taught Phase 6 through Ed Shed. Ed shed spellings is the scheme of work we follow for pupils who no longer

require phonics lessons. Our aim is that all children will have completed Phase 6 by the end of Year 2.

Our phonics teaching is complemented with Bug Club Phonics decodable books, giving children the opportunity to practise their blending skills and to consolidate their knowledge. Each child is allocated the relevant book/eBook to match with the correct phonic phase. The books/eBooks are invaluable in helping pupils to practise reading at home as they include a phoneme pronunciation guide to aid pupils' blending skills.

Key Stage 2:

Through vigorous and systematic teaching of phonics in FS and KS1, most children will have a strong phonic ability and the use their skills in their reading and spelling intuitively. For a small number of children, who still find reading and writing at their age related expectation difficult, daily individual or small group booster sessions occur. Ed shed spellings is the scheme of work we follow for pupils who no longer require phonics lessons.

Differentiation

We aim to encourage all children to reach their full potential through the provision of varied opportunities to access phonics. We recognise that our phonics planning must allow pupils to gain a progressively deeper understanding of the phonetic structure of the English language as they move through the school to ensure all children are provided with the keytools needed to become a fluent reader.

Careful thought is given to the provision of appropriately structured work for children with SEN or vulnerabilities, often through intervention or pre-teaching groups. The school have a variety of strategies to enable all children to have increased access to the curriculum through broad – based, multi-sensory, visual, auditory and kinaesthetically planned phonics sessions.

The most able children within our school (including those children who are Gifted and Talented) are identified, so that their individual needs are acknowledged.

All class teachers differentiate the planning to ensure that they meet the needs of every child in school.

Phonics across the Curriculum:

Children are encouraged to use their phonic skills across all curriculum subjects. All teachers and teaching assistants model the correct articulation of all phonemes and children are given opportunities to articulate individual phonemes. We have a strong emphasis on the application of phonic knowledge at the point of learning. Planning ensures each phonics session shows evidence of new learning not just consolidation.

IMPACT:

Assessment and Reporting

We use 'Phonics Tracker' in order to assess children's ability to identify individual phonemes, segment and blend at the phase we are teaching. This is an ongoing assessment process which supports and informs our teaching. Assessment information is used to establish booster groups/interventions to support pupils who are vulnerable to not making expected progress. Some pupils who still require phonics intervention beyond KS1 are also highlighted from assessment feedback. In Year 1 we also carry out a

practice 'Phonics Screening Check' to track progress in the reading of graphemes within real and pseudo words. Importantly this also prepares the children for the statutory check at the end of Year 1, for which individual results are recorded and reported to parents. School results are reported to Nottinghamshire County Council as well as published nationally. In Year 2 this Phonics Screening Check is repeated, for those children who did not meet the expected level in Year 1. The same reporting processes take place.

Teachers will pass on the pupil assessment information to the next teacher for the following academic year through Phonics Tracker.

Our school Reader Leaders also support teachers with assessment, and monitor the outcomes of this closely to ensure all pupils are tracked accordingly.

The Role of the Phonics Coordinator:

- Purchase, organise and maintain teaching resources.
- Assist with diagnosis and remediation of learning difficulties / challenge of Most Able, including G&T and offer specialist advice in supporting these children.
- Manage a delegated phonics budget and keep spending within it
- Encourage and lead training for TAs, teachers and parents.
- Being informed about current developments in the subject.
- Provide a strategic lead and direction for the subject in the school.
- Advise the Head Teacher of any action required (eg resources, standards etc)
- Monitor the standards of children's phonics and the quality of teaching across the school.
- Monitor and moderate assessments to ensure these are kept up to date and accurate.
- Ensure phonics and reading remains the highest of priorities within our school, to all.
- Ensure phonics is taught in a consistent and systematic way, throughout school.

Staff Development and Training

We are fully committed to ensuring all our Teachers and Teaching Assistants have access to high quality, up to date training, to ensure that provision is of a high quality. Staff had updated training in the teaching of phonics in November 2021. All staff have also had training on Pearson Bug Club. Training needs are periodically reviewed, as part of our whole school CPD provision.

Partnership with Parents:

Co-operation and support from parents is paramount if a child is to become a successful and competent reader. At Sparken Hill Primary we are fully committed to strong partnership working between home and school. It is our policy to send phonetically decodable reading books home regularly and to encourage parents and carers to contribute to their child's reading development, welcoming comments in individual reading diaries.

We are also committed to offering parents and family members' regular opportunities to engage in workshops to enable them to gain a better understanding of what and how we teach at Sparken Hill. We strongly believe that this effectively supports parents and family members to build upon work done in school, thus further enhancing opportunities for our children to progress, achieve and attain. The school website houses recent parent

workshop recordings and resources to support parents with phonics learning at home.

This policy will be subject to a formal review every three years.