

Scapegoat Hill J & I School



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Phonics Policy

Phonics at Scapegoat Hill School

Intent

At Scapegoat Hill school, we believe that reading is integral to all learning so it is our mission to ensure that all children succeed in this area. We understand the importance of phonics skills and how vital they are in the development of competent readers. From the start of their journey with us, children are supported to learn these skills through a consistent approach to the teaching of phonics.

Implementation

We follow Pearson's Bug Club phonics which is a rigorous, systematic and synthetic phonic programme. Phonic sessions are fast paced and multisensory, considering kinaesthetic, visual and auditory learners. We believe this ensures every opportunity for all children to engage and learn. We monitor children regularly to assess where support is needed and implement targeted intervention quickly.

Our phonic reading books offer a diverse range of fiction and non-fiction texts and are closely matched to the graphemes taught within school. Each child is assigned books to meet their individual phonic progression to challenge them at their appropriate level. These 'decodable' books are also shared at home for children to practice until fluent. We believe this helps children build confidence in their own ability as a reader.

Throughout school we strive to encourage a rounded approach to reading. Children are exposed to words, print and text within the whole school environment. We believe this provides them with the opportunity to independently use, apply and embed their phonic skills in a range of situations which helps them understand the true importance of reading.

Impact

Through the teaching of systematic phonics, our aim is for children to become fluent readers by the end of Key Stage One. This way, children can focus on developing their fluency and comprehension as they move through KS2.

In reception, year 1 and year 2, there is a review session which recaps the learning each week. There are also review weeks to address gaps identified by the class teacher's ongoing formative assessment. These are done at the end of phonic blocks or when individual teachers feel they are appropriate for their class/group. Phonic checks are completed half termly to identify children in danger of falling behind. They are then provided with 'keep up' sessions which follow the Bug Club Phonic programme.

The children in Y1 sit the Phonics Screening Check in the summer term. Children who do not pass the Phonics Screening Check in Y1, will re-sit this in Y2. Your child's results will be included in their end of year report in the Summer term. If your child finds the check difficult, we will support them for as long as it takes. Our aim is to make sure every child loves reading and can do so confidently.

Phonics is broken down in to six phases which are taught from Reception at to Year 2. At Scapegoat Hill School we have five discreet phonic sessions a week and each individual child is taught and assessed at the appropriate phase for them. Interventions are quickly put in place to support children who need it.

Phonics is:

Knowledge of the alphabetic code

(26 letters, 44 phonemes, 140 different letter combinations)

+

Understanding of the skills of segmenting and blending

Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
7 Aspects <ul style="list-style-type: none"> • Environmental sounds • Instrumental sounds • Body percussion • Rhythm and rhyme • Alliteration • Voice sounds • Oral blending and segmenting 	<ul style="list-style-type: none"> • 19 letters taught and the sound for each one and the 4 digraphs, ck, ff, ll, ss • Blending and segmenting to begin • Tricky words introduced and high frequency words 	<ul style="list-style-type: none"> • 25 more graphemes taught including seven letters, j, v, w, x, y, z, qu • Letter names introduced • Blending and segmenting CVC words • Reading and spelling simple 2 syllable words/ captions 	<ul style="list-style-type: none"> • No new grapheme-phoneme correspondences • Blending and segmenting words with adjacent consonants • Further tricky words and high frequency words introduced 	<ul style="list-style-type: none"> • Introduces more graphemes for the ones previously taught in Phases 2 and 3 • Introduces alternative ways of pronouncing graphemes taught in phases 2 and 3 • Blending and segmenting • Further tricky words and high frequency words introduced 	<ul style="list-style-type: none"> • Increasing fluency and accuracy in blending and sounding out • Teaching spellings – past tense, adding suffixes, spelling long words, doubling letter and so on • Learning and practising a range of spellings • Application of a range of spellings

Useful terminology:

Phoneme (sound) – The smallest unit of sound

Grapheme – Letter representation of the phoneme. A phoneme can be represented by one letter or by a group of 2 or more letters. (e.g. 'sh', 'igh')

Digraph - Two letters representing one sound (phoneme) e.g. ai, ee, oa.

Split digraph – A digraph where another letter (sometimes more) come between it - a_e, e_e, i_e, o_e, u_e e.g. **make, like, hope, tune, even.** (You may remember them as 'magic e' words!)

Trigraph - Three letters representing one sound (phoneme) e.g. igh, air, ear, ure.

Adjacent consonants or blends – Two or more consonants next to each other that have separate phonemes – bl, sp, nks, cl.

Initial, final and medial sounds – first, last and middle sounds

e.g. c – a – t (c – initial, a – medial, t – final)

C – Consonant

V - Vowel

CVC – Consonant, vowel, consonant (it is not referring to individual letters but phonemes, therefore d-o-g, b-e-d, b-oa-t, sh-i-p are all CVC but t-oy and c-ow are not.

CCVC – examples – c-l-a-p, s-n-i-p, s-t-o-p

CVCC – examples – t-e-n-t, p-a-r-k

Tricky words – Ones which have an irregular element and so are not fully decodable at the stage they are taught. This might mean they include a phoneme children have not learned at the stage they are introduced to the word or it may have an alternative pronunciation which again children may not yet have covered. E.g. the, was, could.

Key skill 1 – sound talking and blending for reading

Graphemes are converted to phonemes when we read.

The same phoneme (sound) can be represented in more than one way.

Cat

kennel

choir

Sound talking – Saying the phonemes

Blending - Merging them together to pronounce a word.

e.g. c – a – t,
b – oa – t,
m – ea – t

Key skill 2 – Segmenting for writing

Phonemes are converted to graphemes when we spell.

The same grapheme may represent more than one phoneme

m**ea**n – d**ea**f

cr**ow**n – fl**ow**n

fi**ie**ld – tri**ie**d

In order to spell, a child must segment a word into its component phonemes and choose a grapheme to represent the phonemes.

Segmenting – Breaking down words into their phonemes to spell.

e.g.

“boy” has 2 phonemes – b-oy

“beard” has 3 phonemes – b-ear-d

“crash” has 4 phonemes – c-r-a-sh

Blending and Segmenting are reversible skills

Phase 1 – This phase is intended to develop children’s listening, vocabulary and speaking skills.

The ways in which adults interact and talk with children are critical to developing children’s speaking and listening. This needs to be kept in mind throughout all phase one activities. In Phase 1 phonics, children learn about:

- **Environmental sounds** – sounds we hear all around us every day.
- **Instrumental sounds** – musical instrument sounds
- **Voice sounds** – sounds made using the voice
- **Body percussion** – sounds made using the body e.g. clapping and stamping)
- **Rhythm and rhyme** – repetitive phrases in stories, rhyming pairs (cat/hat) and rhyming strings (dog/log/bog/fog/hog)
- **Alliteration** – Sounds which all begin with same sound – bus/book/bat/begin/banana (I spy is a great game to support this)
- **Oral segmenting and blending**- Hearing a series of spoken sounds and merging them together to make a spoken word – **no text is used**


For example, when you call out ‘b-u-s’, the children say ‘bus’

This skill is usually taught before blending and reading printed words and is an integral stage for children to become familiar with BEFORE being introduced to what the graphemes.

Activities to help with Phase 1 phonics include 'listening' walks, playing and identifying instruments, action songs, learning rhymes, playing games like I Spy and ‘robot talking’ everyday words such as “ Go and get your c-oa-t please!” Or “Do you want ch-i-p-s for tea?”

Phase 2

In Phase 2, children begin to learn the sounds that letters make ([phonemes](#)). There are 44 sounds in all. In **Phase 2, children focus on learning the 19 most common single letter sounds**. These are broken down into smaller sets of about six sounds to make them more achievable for children to learn.

Focus and example word								
Unit 1	s sat	a at	t tap	p pat				
Unit 2	i pip	n nan	m map	d did				
Unit 3	g get	o on	c cat	k kid				
Unit 4	ck sock	e ten	u nut	r rat				
Unit 5	h hat	b big	f fin	ff puff	l leg	ll bell	ss mess	

They also learn to read ‘tricky words’ ‘the, to, go, no, I into, her’


They begin to learn the names of the letters by singing the Alphabet Song.

Phase 3

Introduces children to the remaining, more difficult and/or less commonly used letter sounds.

They are then taught the digraphs and trigraphs.

Focus and example word						
Unit 6	j jog	v van	w web	x box		
Unit 7	y yes	z zip	zz fizz	qu quiz		
Unit 8	ch chop	sh ship	th cloth	th them	ng hang	
Unit 9	ai rain	ee peel	igh night	oa coat	oo book	oo moon
Unit 10	ar jar	or born	ur surf	ow cow	oi soil	
Unit 11	ear hear	air pair	ure cure	er sister		



Alongside this, children are taught to read more tricky words, 'he, she, we, me, be, they, was, my, by, you, her, all, are, give, live.' They also learn to write phase 2 'tricky words'. They consolidate understanding of the names of the letters by singing the Alphabet Song.

Phase 4

In Phase 4 phonics, children consolidate and embed previous phases and will, among other things:

- Practise reading and spelling CVCC/CCVC words ('bump', 'nest', 'belt,' 'milk', etc)
- Practise reading and spelling high frequency words (see appendix)
- Practise reading and writing sentences to develop fluency – lots of opportunities are given to practise and build confidence.

They will learn to read more tricky words, including 'said, so, do, have, like, some, come, were, there, little, one, when, out, what.

They will also learn to write phase 3 tricky words.

Phase 5

Children will learn one new phoneme: /zh/ as in treasure and about split digraphs (the magic 'e') such as a_e in 'name'. Alternative spellings and alternative pronunciations for phonemes and graphemes they already know are also taught in this phase. When spelling words, they will learn to choose the appropriate graphemes to represent phonemes and begin to build word-specific knowledge of the spellings of words.

Focus and example word	
Unit 13	wh (whip) ph (dolphin)
Unit 14	ay (spray) a-e (plate) eigh (weigh) ey (they) ei (tells)
Unit 15	ea (sea) e-e (these) ie (line) ey (hockey) y (very)
Unit 16	ie (pie) i-e (slide) y (fly) i (wild)
Unit 17	ow (snow) o-e (phone) o (both) oe (toe)
Unit 18	ew (screw) ue (glue) u-e (cute) u (push) ou (should)
Unit 19	aw (claw) au (lunch) ai (swain)
Unit 20	ir (girl) er (perk) ear (search)
Unit 21	ou (cloud) oy (boy)

Focus and example word	
Unit 22	ere (here) eer (deer) are (share) ear (bear)
Unit 23	ch (school)
Unit 24	c (circus) sc (science) st(l) (castle) se (horse)
Unit 25	ge (gems) gi (magic) gy (energy) dge (dodge)
Unit 26	le (purple) mb (thumb) kn (kneel) gn (gnome) wr (wrist)
Unit 27	tch (match) ea (bread) s (treasure) wa (wash) o (come)

The phase 5 bank of tricky words is: oh, their, people, Mr, Mrs, Ms, looked, called, asked, would, should, could, water, where, who, again, thought, though, work, laughed, because, Thursday, Saturday, thirteen, thirty, different, any, many, eyes, friends, two, once, great, clothes, It's, I'm, I'll, I've, don't, can't, didn't, first, second, third.

Children will also continue to work on spellings of Phase 3 & 4 words.

Phase 6

Phase 6 phonics has the aim of children becoming fluent readers and accurate spellers. By Phase 6, children should be able to read hundreds of words using one of three strategies:

- Reading them automatically
- Decoding them quickly and silently
- Decoding them aloud

Children should now be spelling many words accurately (this is known as '[encoding](#)') although it may still be a little unconventional at times. Spelling usually lags behind reading.

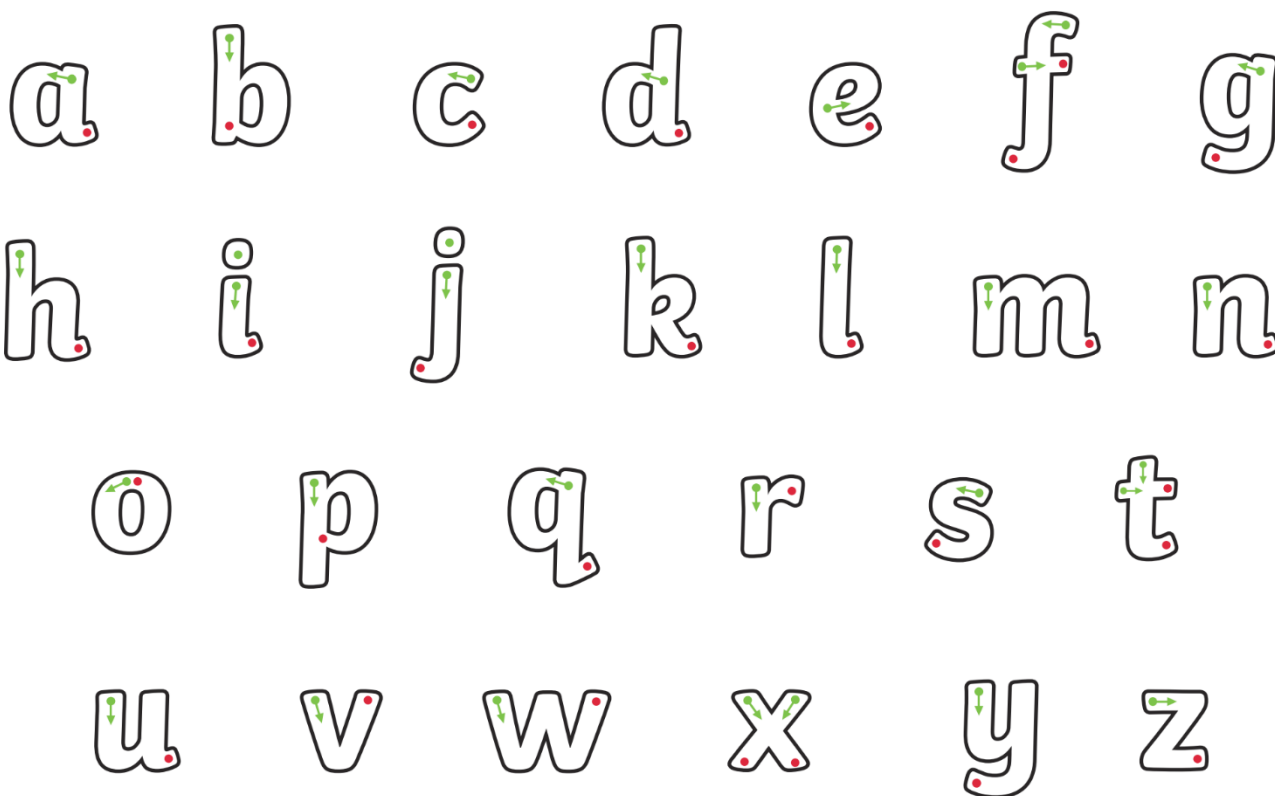
They will also learn, among other things:



Although formal phonics teaching is usually complete by the end of Year 2, children continue to use their knowledge as they move up the school.

Appendix

Letter formation taught at Scapegoat Hill School



Common Exception words

Year 1 and 2 Common Exception Words

Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

Year 2

door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	improve	money
behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	parents
wild	fast	could	Christmas
climb	last	should	everybody
most	past	would	even
only	father	who	
both	class	whole	
old	grass	any	
cold	pass	many	



Useful information

Please click on the following links for guidance on Phonics:

[All you need to know about phonics – Bug Club Phonics – Pearson – YouTube](#)

To support your understanding of your child's Bug World:

[Bug Club phonics walk through for parents](#)

[Closer look at Bug Club Phonics: games and activities – YouTube](#)

Sound Mats including all graphemes with pictures to support children's recognition

[Phase 2 sound mat](#)

[Phase 3 sound mat](#)

[Phase 5 u13-21 sound mat](#)

[Phase 5 u22-27 sound mat](#)

Link to Supporting Reading at Home – [Supporting Reading at Home.pdf](#)

Here are a few other websites that have some great Phonics games to help your children with their independent reading and writing skills!

<https://www.topmarks.co.uk/english-games/5-7-years/letters-and-sounds>

<http://www.letters-and-sounds.com/>

<https://www.phonicsplay.co.uk/index.htm>

<https://gb.education.com/games/phonological-awareness/>

<https://www.phonicsbloom.com/>