



At White Hall Academy we follow the phonics scheme Supersonic Phonic Friends.

This scheme promotes a multi-sensory approach to teaching phonics. Characters, actions, phrases and pictures are used to help the children develop their phonics skills and knowledge. The class teachers combine this with active, and often outdoor, activities that allow the children to apply their phonics learning.

Phonics is taught daily from Nursery to the end of Key Stage 1.

Children in our nursery take part in a daily phonological awareness session delivered by their key person. Such sessions enable the children to develop the sound discrimination skills needed to learn to read and spell using phonics once they are settled in our Reception classes. They focus on environmental sounds, instrument sounds, voice sounds, body percussion, alliteration, rhyme and oral blending and segmenting.

Our Reception children take part in twice daily phonological awareness sessions so that they have the skills needed to learn to read and spell using phonics once they are settled in school. Our children typically begin phonics sessions in the final weeks of their first half term in school. Our Reception children take part in twice daily phonics sessions. These consist of a main reading/spelling session taught in the morning and then a quick recap session taught in the afternoon. The children's learning is recorded on our online learning platform, Class Dojo and when they are ready in their 'phonics jotters'.

Our Reception children typically focus on the 'Basics 2' and 'Basics 3' stages of Supersonic Phonics Friends. When the children have completed 'Basics 2' they are able to hear 3 sounds in a word, recognise spellings, and read and write simple CVC words with the 18 sounds taught within this stage. They are also able to read decodable texts featuring such sounds. When the children have completed 'Basics 3' the children are able to recognise spellings and read and write simple and complex CVC words with the 44 spellings for sounds. They are also able to read decodable texts that feature such sounds.

Our Year 1 children take part in a daily phonics session that incorporates both reading and spelling. The children's learning is recorded daily in their 'phonics jotter'. As our children move into Year 1 they typically recap some of sounds taught in 'Basics 3' as they settle into their new class. Once settled they move onto the 'Basics 4' stage of Supersonic Phonic Friends. At the end of this stage the children move onto hearing more than 3 sounds in a word, recognise spellings and read and write CVC, CVCC, CCVC, CCVCC, CCCVC words with 44 spelling sounds. They are able to read decodable texts that feature previously learned sounds and adjacent consonants. Within Year 1, our children also work on learning alternative spellings for different sounds and alternative pronunciations. The children learn different spellings for the 44 sounds in the English language and they also learn to switch spellings and sounds for alternative pronunciations.

Like our Year 1 children, our Year 2 children also take part in a daily phonics session that incorporate both reading and spelling, and again their learning is recorded in their 'phonics jotter'. As they move from Year 1 to Year 2 they recap some of the alternative spellings and pronunciations spellings. The children then begin to learn different spelling patterns.

Tricky words are also taught throughout Reception and Key Stage 1 in line with the progression outlined in the Supersonic Phonic Friends scheme. Again, a multi-sensory active approach is used to help children to learn to read and spell such words.

Children who are not secure with phonics at the end of Year 2 are supported in a number of ways. The class teacher will deliver whole class phonics sessions if a large number of children in the class are not secure on a certain element of phonics. Class LSAs will run small group sessions, planned for by the class teacher. Such children will also be listened to read more frequently.

Our children learn to apply their phonics skills and knowledge by reading decodable reading scheme books that are closely matched to their phonics knowledge. Teachers and LSAs assess the children regularly to ensure reading scheme books are appropriate for each child. Children are listened to read by a member of staff in their class weekly.

Such regular assessments also enable teachers along with class LSAs to identify any children that may require additional support with their phonics. Interventions are carefully selected according to each child's difficulty. If a child is having difficulty recalling their grapheme phoneme correspondences precision teaching is used. If a child is having difficulty blending their sounds a phonological awareness intervention is typically used to support such a child.

Our online learning platform is used to update parents on the phonics skills and knowledge their child is working on in class. Parents are also invited to a phonics workshop whilst their child is in Reception, and again in Year 1 to help parents develop the skills and knowledge needed to support their child with phonics at home.