



# **Hunslet Carr Primary School's Phonics Scheme**

'Pupils develop phonics skills well and this helps their early reading'. OFSTED 2018

84% Year 2 children passed Phonics Screening in Autumn 2020.

72% Year 1 children passed Phonics Screening in Summer 2021.

At Hunslet Carr Primary School, we are committed to ensuring our children have access to inclusive whole class teaching, planned and structured interventions and a consistency that runs from Nursery to Year 3.

Our coverage is based around Letters and Sounds and the National Curriculum for Spelling. As the children's early reading skills are embedded through Reception into Year 1, our children are able to apply those skills to a range of spelling strategies with Phonics at the heart of everything we do.

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## **Key and Vocabulary**

- Phoneme – Letter Sound
- Grapheme – Letter Name
- GPC – Grapheme Phoneme Correspondence
- HFW – High Frequency Word/Common Exception Word/Tricky Word
- NC – National Curriculum for Spelling
- Segment – Say each sound in a word
- Blend – Blend each sound in a word



## Planning Format

Our lessons follow the same structure across EYFS to Year 3.

Each week will include:

### Weekly Phonics Plan

Teacher:		Class/Year:		Current Phase:		W/C:	
	Revisit and review	Teach	Practise	Apply			
Lesson 1							
Lesson 2							
Lesson 3							
Lesson 4							
Lesson 5							

- One HFW lesson based on children identifying what is 'tricky' about the word.
- Four lessons following the same structure introducing new GPC/NC Objectives.

### Coverage

<u>Nursery</u>	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>
Phase 1	Phase 2, 3, 4	Phase 5 and National Curriculum for Spelling.	Phase 5, 6 and National Curriculum for Spelling.	National Curriculum for Spelling.



## What does a Phonics lesson at Hunslet Carr look like?

### Revisit/Review

This beginning of the lesson allows for teachers to recap previous learning such as HFW, taught GPC as a flashcard or within a word and recognise and say letter names. As the children progress towards the end of Key Stage 1 and Year 3, their Revisit/Review will be time to consolidate phoneme families and spelling strategies.

**Nursery** – Specific skill related to the seven aspects of Phase 1.

**Reception** – Alphabet arc\*, Recap HFW and GPC.

**Year 1** – Alphabet arc, Recap HFW and GPC within words.

**Year 2** – Alphabet arc\*, Recap HFW and GPC, consolidation\*.

**Year 3** – Recap HFW and consolidation.

\*Alphabet arc to be introduced in Reception at the beginning of Phase 3.

\*Alphabet arc to be recapped in Autumn of Year 2 only.

\*Consolidation begins in Summer Term of Year 2.

### What activities do we do?

#### **Alphabet arc**

- Our Alphabet Arc contains uppercase and lowercase letters. Vowels are red and consonants are blue. Children sing the alphabet to the tune of 'Auld Lang Syne'.
- In Year 1, this progresses to children using a stem sentence of 'There are 26 letters in the alphabet. 5 are the vowels and the rest are consonants'.
- One child comes to the front to be the 'pointer' whilst the rest of the class sing. The same child then points at different letters for the children to say.

#### **HFW**

- In Reception, children have access to Tricky Words cards.
- In Year 1, 2 and 3 all children have access to the Common Exception Words for their year group. As a class, we read through each word.
- In Year 2, the activities may branch towards spelling rather than reading.

#### **GPC**

- Teachers flashcard the taught GPC using timer games.
- When the teacher feels the children are consistently linking sounds and letters, children will then apply taught GPC within words to ensure children can recognise and apply within words.

#### **Consolidation**

- In Year 2 and 3, consolidation allows children to revisit previously taught phoneme families or spelling strategies.



## What does a Phonics lesson at Hunslet Carr look like?

### Teach

During this part of the lesson, the teacher will introduce the new GPC, HFW or Spelling focus. This is integral to the progress of the lesson due to the teacher modelling reading and writing. Teach is consistent across school with sentence stems, phoneme fingers to segment and blend and the structure of how we give the children to apply new learning to their embedded skills.

### What activities do we do?

- Introduce the new learning focus. If a new GPC, letter formation modelled.
- Read words containing GPC using phoneme fingers.
- Read a sentence containing GPC.
- Model writing a word containing GPC.

### Phoneme Fingers

We use phoneme fingers to ensure children recognise each sound.

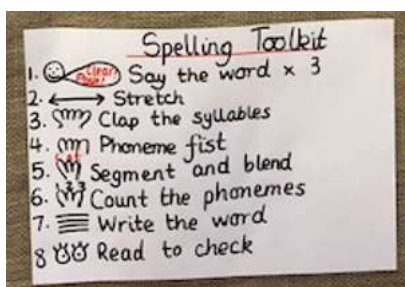
#### **Blend** – Word 'ship'

- Children asked to show their phoneme fist.
- Say each sound relating one finger to each sound. In 'ship', you would have three fingers.
- Use your other hand to move across your three fingers to show blend. This links with our Reading Strategy of 'Slide the Snake' as the children slide the sounds together to blend.

#### **Segment** – Word 'ship'

- Children asked to show their phoneme fist.
- Children and teacher say the word that is to be segmented.
- Segment each sound relating one finger to each sound. In 'ship' you would have three fingers.
- Use your other hand to move across your three fingers to show blend. This links with our Reading Strategy of 'Slide the Snake' as the children slide the sounds together to blend.
- Count how many phonemes.

### **Spelling Toolkit**



We believe it is crucial for our children to have a consistent approach for spelling.

Children should use a clear, posh voice; stretch the word to hear all the sounds, clap the syllables and then begin the process of segmenting using their phoneme fingers.

**Segment** = say the sounds. **Spell** = say the letter names.



## **What does a Phonics lesson at Hunslet Carr look like?**

### **Practice**

This part of the lesson allows children to practice the taught GPC or spelling focus through writing three carefully selected words. Usually, there is a two minute timer to ensure lesson pace. During this, the teacher and/or support will roam the classroom to support where needed and pick up on any misconceptions to highlight when the children feedback on the spellings.

What activities do we do?

- Introduce the three selected spellings. Pictures to be on the SMART to support vocabulary and if needed, use cloze sentences to support vocabulary.
- With the children, model one or more of the words using the Spelling Toolkit. Ensure focus is put on saying the word in a clear voice to support pronunciation.
- Children have two minutes to write the three words. Depending on what phase the children are in, this will be on phoneme frames.
- Teacher to roam, assess and support where needed.
- After the two minutes, children to feedback to the teacher who models the spellings on the board. (This is a prime opportunity to go over any misconceptions through highlighting mistakes).

### **Differentiation**

#### **Lower Attaining Children**

- Pre Teach the grapheme and key words.
- Magnetic letters
- Expectation of one or two words. Children to write, focusing on letter formation, after making the word using magnetic letters.

#### **Higher Attaining Children**

- Write sentences using the words.
- Give a selection of other words containing GPC or spelling focus.



## What does a Phonics lesson at Hunslet Carr look like?

### **Apply**

The final part of the lesson is an opportunity for children to apply all their previously taught skills in a dictated sentence. Children are given five minutes. Our dictated sentence follows the stem sentence – 'Say it, Count it, Write it, Read it'. This means that the children hold the sentence, which helps to develop their memory skills.

The sentence is carefully thought of – it should contain the key words from the practice part of the lesson; the HFW words taught that week or previously; previously learnt graphemes or spelling strategies in order to revisit previous learning.

### **What activities do we do?**

- The teacher will say the sentence first whilst children listen. When saying the sentence, the teacher will have a clear voice ensuring all words are pronounced correctly. Following our T4W programme, children will pat their knees and/or stamp their feet to show the full stop.
- The children will repeat the sentence with the teacher.
- The third time the sentence is said can be done in a number of ways – whisper, sing, a ping pong style (word for word).
- Using fingers, children count the words in the sentence.
- Children write down how many words.
- Children write.
- Teacher to roam, assess and support where needed.
- After the five minutes, children to feedback to the teacher who models the sentence on the board. (This, again, is a prime opportunity to go over any misconceptions through highlighting mistakes).

### **Differentiation**

#### **Lower Attaining Children**

- Differentiated sentence.
- HFW words if needed. Scaffolds if needed.

#### **Higher Attaining Children**

- Up-level by adding adjectives, conjunctions, adverbs.
- Challenged with extra words or revisiting previous learning.



## How do I teach HFW?

HFW are tricky for a reason and we believe dedicated time needs to be given to allow children to pick the word apart and identify the 'tricky' part. These words have been taken from Letters and Sounds 'Tricky Words' and the 'Common Exception Words' of Year 1, 2 and 3.

One lesson week will be focused on learning and applying HFW. Our scheme is planned to support the slow, but sure build-up of sight words. Once the children have embedded their skills, the quantity and expectation will be raised.

In Reception, this begins with one HFW word a week. Towards Summer Term, they will have two HFW words a week.

In Year 1, the children have two words a week and during the last term, they begin to be learn Year 2 Common Exception Words.

In Year 2 and 3, the HFW have been planned to link spelling patterns to support children making connections. So on one week, they may learn a multitude of words following the same letter pattern.

What activities do I do?

- Tell the children the word.
- Explain that it is a tricky word and we need to find out what the tricky part is.
- Using phoneme fingers, segment the word.
- Identify which is the tricky part.
- Come up with a sentence stem – 'Said is tricky because 'ai' makes an 'e' sound'.
- Spell the word using letter names.

To help support children learning the spelling, you may use mnemonics such as said – silly ants in dresses. You may draw pictures to help the children remember. You may also add the word to your spelling anchor or display. It can also be a good idea to write the word incorrectly 'sed' and cross it out to highlight that we have learnt the correct spelling.



**Nursery**

<b>Autumn 1</b>	<b>Week 1 and 2</b> Environmental		<b>Week 3 and 4</b> Instrumental		<b>Week 5 and 6</b> Body Percussion		
<b>Autumn 2</b>	<b>Week 1 and 2</b> Rhythm and Rhyme		<b>Week 3 and 4</b> Alliteration		<b>Week 5 and 6</b> Voice Sounds		<b>Week 7</b> Revisit
<b>Spring 1</b>	<b>Week 1</b> Environm ent	<b>Week 2</b> Instrument al	<b>Week 3</b> Body Percussi on	<b>Week 4</b> Rhythm and Rhyme	<b>Week 5</b> Alliteratio n	<b>Week 6 and 7</b> Voice Sounds	
<b>Spring 2</b>	<b>Week 1 and 2</b> Oral Blend		<b>Week 3 and 4</b> Oral Segment		<b>Week 5</b> Revisit		
<b>Summer 1</b>	<b>Week 1</b> Environm ent	<b>Week 2</b> Instrument al	<b>Week 3</b> Body Percussi on	<b>Week 4</b> Rhythm and Rhyme	<b>Week 5</b> Alliteratio n	<b>Wk 6</b> Voice Sounds	
<b>Summer 2</b>	<b>Week 1 to 7</b> Oral Segment and Blend						

**Teaching Notes**

\*Oral blending and segmenting to be discreetly taught throughout the year through games and within provision.

\*Targeted interventions to support all children entering Reception with the skill of oral blending and segmenting.

\*'satpin' to be discreetly taught within some of the aspects of Phase 1.





**Reception**

<b>Autumn 1</b> <b>GPC</b> <b>HFW</b>	<b>Week 1</b> s, a, t l	<b>Week 2</b> p, i, n the	<b>Week 3</b> m, d, g to	<b>Week 4</b> o, c, k go	<b>Week 5</b> ck, e, u no	<b>Week 6</b> Revisit	
<b>Autumn 2</b> <b>GPC</b> <b>HFW</b>	<b>Week 1</b> r, h, b into	<b>Week 2</b> f, ff me	<b>Week 3</b> l, ll, ss we	<b>Week 4</b> j, v, w he	<b>Week 5</b> x, y, z be	<b>Week 6</b> Revisit	<b>Week 7</b> Revisit
<b>Spring 1</b> <b>GPC</b> <b>HFW</b>	<b>Week 1</b> zz, qu, was	<b>Week 2</b> sh, ch you	<b>Week 3</b> th, ng are	<b>Week 4</b> ai, ee her	<b>Week 5</b> igh, oa my	<b>Week 6</b> oo, oo all	<b>Week 7</b> Revisit
<b>Spring 2</b> <b>GPC</b> <b>HFW</b>	<b>Week 1</b> ar, or they	<b>Week 2</b> ur, ow said	<b>Week 3</b> ur, ow so	<b>Week 4</b> er, ur do	<b>Week 5</b> Revisit		
<b>Summer 1</b> <b>GPC</b> <b>HFW</b>	<b>Week 1</b> Trigraphs like, have	<b>Week 2</b> CCVC have, one	<b>Week 3</b> CVCC some, come	<b>Week 4</b> Mixture when, there	<b>Week 5</b> CCVCC little, what	<b>Week 6</b> Revisit	
<b>Summer 2</b> <b>GPC</b> <b>HFW</b>	<b>Week 1</b> CCVCC were out	<b>Week 2</b> Syllables Revision	<b>Week 3</b> Syllables Revision	<b>Week 4</b> Syllables Revision	<b>Week 5</b> Syllables Revision	<b>Week 5</b> Syllables Revision	<b>Week 7</b> Revisit

**Teaching Notes**

- \*Short and long vowels to be discreetly taught.
- \*Phase 3 will introduce letter names.
- \*Letter formation to be discreetly taught.
- \*Digraphs to be introduced as joins.
- \*Revisit – Teacher’s use AFL to revisit any GPC/NC that have been taught.



**Year 1**

<b>Autumn 1</b> <b>GPC</b> <b>HFW</b>	<b>Week 1 and 2</b> ai, ay, a-e oh, people		<b>Week 3 and 4</b> ee, ea, ey, e-e Mr, Mrs		<b>Week 5 and 6</b> igh, ie, i-e could, their		
<b>Autumn 2</b> <b>GPC</b> <b>HFW</b>	<b>Week 1 and 2</b> oa, oe, ow, o-e asked, looked		<b>Week 3 and 4</b> oo, ue, ew, u-e called, friend		<b>Week 5 and 6</b> oo, ue, ew, u-e your, today, by		<b>Week 7</b> Revisit
<b>Spring 1</b> <b>GPC</b> <b>HFW</b>	<b>Week 1</b> ow, ou here, love	<b>Week 2</b> oi, oy where, once	<b>Week 3 and 4</b> er, ur, ir school, ask		<b>Week 5 and 6</b> or, aw, au pull, full, our		<b>Week 7</b> Revisit
<b>Spring 2</b> <b>GPC/NC</b> <b>HFW</b>	<b>Week 1</b> ph, f, ff house, push	<b>Week 2</b> wh, w there, says	<b>Week 3</b> Syllables Revisit	<b>Week 4</b> Compound Revisit	<b>Week 5</b> Revisit		
<b>Summer 1</b> <b>GPC/NC</b> <b>HFW</b>	<b>Week 1</b> Revisit door, floor	<b>Week 2</b> c, k, ck poor, because	<b>Week 3</b> e, ea/ve v find, kind	<b>Week 4</b> n, kn, gn mind, behind	<b>Week 5</b> ch, tch child wild	<b>Week 6</b> Revisit	
<b>Summer 2</b> <b>NC</b> <b>HFW</b>	<b>Week 1</b> Plural children	<b>Week 2</b> 'ing' climb most	<b>Week 3</b> 'ed' only both	<b>Week 4</b> 'er' old cold	<b>Week 5</b> 'er/est' told hold	<b>Week 5</b> Prefix break great	<b>Week 7</b> Revisit

**Teaching Notes**

- \*Short and long vowels to be discreetly taught.
- \*Letter formation to be discreetly taught.
- \*Digraphs to be introduced as joins.
- \*Year 1 to cover common GPC in phoneme families.
- \*Spelling Rules to be taught alongside families.
- \*Revisit – Teacher's use AFL to revisit any GPC/NC that have been taught.



**Year 2**

<b>Autumn 1</b> <b>GPC</b> <b>HFW</b>	<b>Week 1</b> ai family bath, path	<b>Week 2</b> ee family because, people, beautiful	<b>Week 3</b> igh family could, should, would	<b>Week 4</b> oa family old, gold, cold, told, hold	<b>Week 5</b> oo family kind, find, mind, behind	<b>Week 6</b> oo family pass, grass, class	
<b>Autumn 2</b> <b>GPC</b> <b>HFW/NC</b>	<b>Week 1</b> er family great, break, steak	<b>Week 2</b> or family fast, past, last	<b>Week 3</b> ow family move, prove, improve	<b>Week 4</b> oi family door, floor, poor	<b>Week 5</b> ar family any, many	<b>Week 6</b> ar family pretty, father, who	<b>Week 7</b> Syllables Christmas after, only
<b>Spring 1</b> <b>GPC/NC</b> <b>HFW</b>	<b>Week 1, 2, 3 and 4</b> Suffix – ed, ing, er, est everybody, every, even, Mr, Mrs				<b>Week 5</b> s family child, children	<b>Week 6 and 7</b> Compound sugar, sure, eye, money,	
<b>Spring 2</b> <b>GPC/NC</b> <b>HFW</b>	<b>Week 1 and 2</b> Contractions plant, after, parents		<b>Week 3 and 4</b> Homophones whole, half, hour		<b>Week 5</b> j family wild, climb		
<b>Summer 1</b> <b>GPC/NC</b> <b>HFW</b>	<b>Week 1 and 2</b> Plural again, water, clothes, most		<b>Week 3</b> sh family Revisit CEW	<b>Week 4</b> Possessive Apostrophe Revisit CEW	<b>Week 5 and 6</b> Suffix – ness, ful, ment, ly Revisit CEW		
<b>Summer 2</b> <b>GPC</b> <b>HFW/NC</b>	<b>Week 1</b> r family Revisit CEW	<b>Week 2</b> n family Revisit CEW	<b>Week 3</b> o family Revisit CEW	<b>Week 4</b> i family Revisit CEW	<b>Week 5, 6 and 7</b> Revisit		

**Teaching Notes**

- \*Short and long vowels to be discreetly taught.
- \*Digraphs to always be written as joins.
- \*Year 2 to cover common and rare GPC in phoneme families.
- \*HFW spellings to be taught as spelling patterns where applicable.
- \*Revisit – Teacher’s use AFL to revisit any GPC/NC that have been taught.



### Year 3

<b>Autumn 1</b> <b>NC</b> <b>HFW</b>	<b>Week 1, 2, 3, 4</b> Adding Suffix Rules <i>ed, ing, ful, ment, ness</i> earth, learn, early, heard, position, question, mention			<b>Week 5</b> <i>/ai/ family</i> reign, eight, eighth	<b>Week 6</b> Revisit	
<b>Autumn 2</b> <b>NC</b> <b>HFW</b>	<b>Week 1</b> <i>Homophones</i> often, fruit, guard	<b>Week 2</b> <i>/l/ family</i> popular, regular, peculiar	<b>Week 3, 4 and 5</b> <i>Suffix 'ly'</i> accident, accidentally, occasionally, probably,		<b>Week 6</b> <i>/ou/ family</i> address, possible, pressure	<b>Week 7</b> Revisit
<b>Spring 1</b> <b>NC</b> <b>HFW</b>	<b>Week 1</b> <i>/i/ family</i> important, difficult, therefore	<b>Week 2</b> <i>/s/ family</i> heart, minute, length, actual	<b>Week 3 and 4</b> <i>Prefix – dis and mis</i> century, centre, circle, notice, special, certain	<b>Week 5</b> <i>/ch/ family</i> sentence, bicycle, experience,	<b>Week 6</b> <i>/u/ family</i> arrive, strange, island	<b>Week 7</b> Revisit
<b>Spring 2</b> <b>NC</b> <b>HFW</b>	<b>Week 1 and 2</b> <i>Suffix – More 1 syllable</i> perhaps, quarter, consider, answer		<b>Week 3 and 4</b> <i>Rare - /c/, /g/ and /ze/ families.</i> arrive, strange, breathe	<b>Week 5</b> Revisit		
<b>Summer 1</b> <b>NC</b> <b>HFW</b>	<b>Week 1 and 2</b> <i>Suffix 'sion'</i> island, enough, disappear		<b>Week 3</b> <i>Suffix er with /ch/</i> remember, continue	<b>Week 4</b> <i>Prefix – re.</i> material, knowledge	<b>Week 5</b> <i>Homophones</i> complete, favourite	<b>Week 6</b> Revisit
<b>Summer 2</b> <b>NC</b> <b>HFW</b>	<b>Week 1 and 2</b> <i>Year 3 NC Suffix Recap</i> Recap CEW		<b>Week 3 and 4</b> <i>Year 3 NC Prefix Recap</i> Recap CEW		<b>Week 5 and 6</b> <i>Year 3 NC Rare families Recap</i> Recap CEW	<b>Week 7</b> Revisit

#### Teaching Notes

- \*Year 3 to cover all phoneme families through Revisit using Spelling Books.
- \*Use Revisit for AFL focused revision.
- \*To be planned with the same format/resources as Phonics.
- \*HFW spellings to be taught as spelling patterns where applicable.
- \*Revisit – Teacher's use AFL to revisit any GPC/NC that have been taught.



## **Application Outside of the Phonics Lessons**

We believe it is crucial that our children have opportunity throughout the day to apply the new learning. Phonics does not end when the Phonics lesson finishes – it is just the beginning!

### **Guided Reading**

It is vital that following the Phonics lesson, children are able to apply the new GPC/Spelling within their Guided Reading session.

Our Reading Scheme has a clear progression from early reading in Reception where children will apply their GPC within matched phonetically decodable books. No child will be given a book where there are unfamiliar graphemes.

In Year 1 and 2, children will apply their learning at a phoneme family level which will include phase 2 and 3 GPC. For example, when learning the /ai/ family, they will read phonetically decodable books that contain the /ai/ graphemes.

When the children begin to link Phonics with Spelling strategies, children will apply their reading to coincide with the phonics focus such as reading books that contain suffixes or contractions.

### **3 x 5 Minute Readers**

At Hunslet Carr Primary School, we believe that children building their reading fluency is vital to their success academically and ultimately in the future. Reading is the foundation of all learning. Therefore, each child is read with three times a week for five minutes.

During this time, children will be reading books that phonetically match their ability. If a child is reading below, they should read their book to build their fluency and then have some time practising applying the GPC taught through grapheme word cards. Further to this, from EYFS to Year 3, all children will have GPC and HFW assessments that staff can use to identify gaps to plug during the five minute reading session.

### **Home Reading Books**

The books chosen to go home are books to support the children's fluency reading that match their phonetic ability. These are changed weekly and parents are encouraged to feedback in their home reading books.

### **Paired Reading**

In Years 1, 2 and 3, all children have daily dedicated time to read to their partner. The partners are mixed ability where the children use our Reading strategies to feedback and support their partner. In Year 2 and 3, a toolkit is developed for partners to support one another with reading fluency.



### Our Reading Strategies

#### Early Reading Skills

<b>Sharp Eye</b>  Look at the pictures.	<b>Mouse the Mouth</b>  Say the first sound.	<b>Sound Talk It</b>  Say each sound.	<b>Don't Forget!</b>  Use your memory.
<b>Tommy Tracker</b>  Point to each word as you read.	<b>Try on the fly!</b>  Try a word that makes sense.	<b>Slide the Snake</b>  Blend the sounds together.	<b>Chunky Monkey</b>  Look for chunks.
<b>Hop, Skip and Jump</b>  Read to the end and come back.	<b>Punctuation Pete</b>  Pause for punctuation.	<b>Excited Evie</b>  Add expression.	<b>Flippy Dolphin</b>  Flip the vowel from short to long.

#### Fluency Toolkit

**Fluency**

**Accuracy**  
 I can read words correctly.  
 I can correct mistakes.  
 I can use strategies for unknown words

**Rate**  
 I can read in a smooth, talking voice.  
 I read not too fast or too slow.  
 I am not a robot!

**Expression**  
 I can read with feeling  
 stop . pause ? voice up at the end ! raise voice eyebrows up

#### Hunslet Carr's Reading Skills

Reading Strategies at Hunslet Carr	Feeling	Connecting	Evaluating	Questioning	Inferring	Predicting
Reading Response at Hunslet Carr	Feeling	Connecting	Evaluating	Questioning	Inferring	Predicting

In Reception and Year 1, Guided Reading is taught daily with consistent exposure to the Early Reading Skills.

In Year 2 and 3, Guided Reading happens alternatively with Shared Reading (whole class reading).

The Fluency Toolkit and Reading Skills are predominantly used in Year 2 and 3.



## **Hunslet Carr's Intervention Programme**

At Hunslet Carr Primary School, we are proud of the intensive Phonics Intervention Programme we offer our children who need the high quality intervention.

Our programme was developed by our Specialised Phonics HLTA, Mrs Haigh, in co-ordination with the Complex Needs Team at Leeds for Learning. Mrs Haigh supported the development and advancement of the SENIT intervention across Leeds and was subsequently filmed delivering the intervention. The impact of this intervention was seen by the Phonics Screening Data, which at the time, was above National Average. Since then, the video has been used to train and advance other schools. Following this training, the programme is now being utilized in at least 15 Primary Schools across Leeds.

### **How does the SENIT Intervention Programme work at Hunslet Carr?**

Our SENIT intervention targets the bottom 20% of each cohort. Mrs Haigh assesses these children to identify gaps and then plans accordingly to support their Phonetic development. Each child receives one Reading and one Writing session a week focused on a GPC and a HFW.

In September 2020, Mrs Haigh began using her expertise to train and support our support staff in delivering this intervention. Support staff have had Phonics training, time to observe Mrs Haigh and are now regularly following the SENIT programme with key children. This can be seen by SENIT resources being replicated through school, such as in the Key Stage 1 corridor.

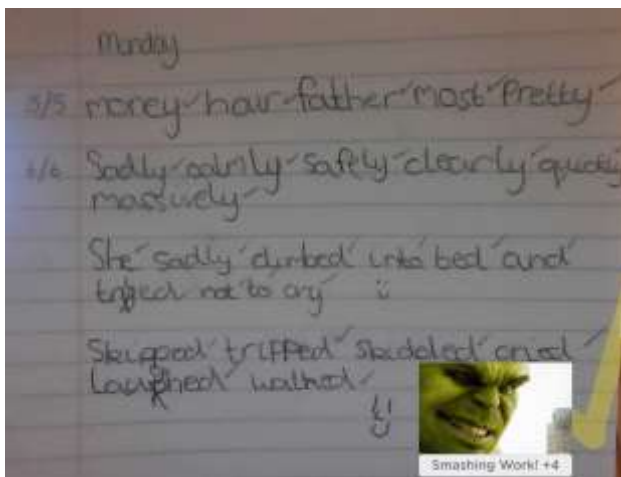




### How our Phonics is transferred into Remote Learning

Our approach during remote learning was to continue delivering the quality of our Phonics lessons virtually. In EYFS, Tapestry is used whilst the rest of the school use ClassKick.

To support our children, we ensured we delivered the same consistent lesson that they would receive face to face. Our lessons were recorded on 'Loom' using the same slides they are used to everyday. The teacher would interact with the children with the high expectation that they would be joining in and applying as they would in the classroom. The children would then take a picture of their work and upload it for their teacher to mark.



A child in Year 2 accessing our Phonics Remote Learning.



A child in Year 1 accessing our Phonics Remote Learning.

Our remote learning package for Phonics enabled us to continue teaching Phonics despite the lockdowns. Our Phonics Screening Tests for Year 2 in 2020 and Year 1 in 2021 show the high expectations we had despite the difficulties the lockdowns brought.





## Resources



These Flashcards are sorted by Letter and Sounds Phases and graphemes.

During 3 x 5 Minute Readers, these flash cards are used to support all children applying the taught grapheme of that day – regardless of what phase they are working on.

They can also be used in whole class teaching, but you would need to ensure all children can see the words.



Magnetic letters can be used to support Lower Attaining children during Phonics lessons.



All children have access to a blue whiteboard which has phoneme frames already on.

For children using magnetic letters, they have access to a magnetic board also.



We have many resources available down EYFS corridor. If there is anything you would like, please see a member of the Phonics Team.



## Anchor Charts

One of the most beneficial resources we have at Hunslet Carr is our washing lines. Teachers co-build anchor charts with the class and thus the learning is then accessible for all children throughout the day.

You may not use an anchor every lesson. It may be one lesson a week or you may add to your anchor chart daily, especially when introducing something new.

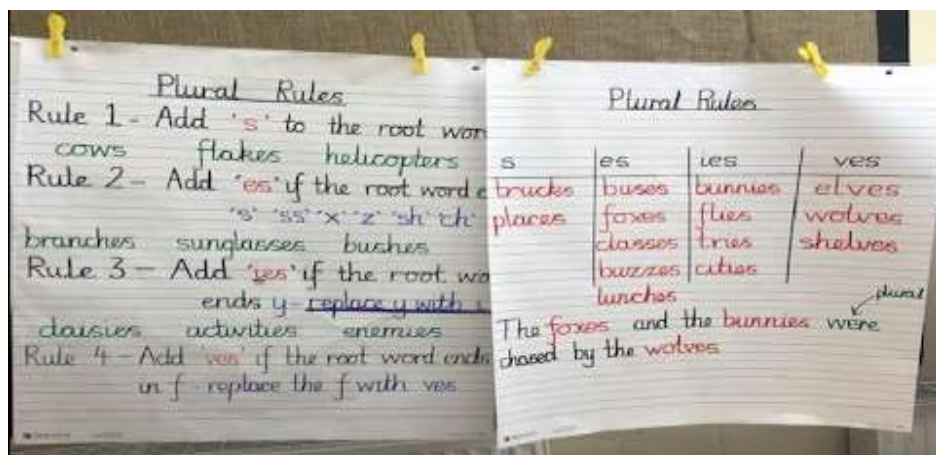
Reception Phonic's Anchor Chart



Year 1 Phonic's Anchor Chart



Year 2's Phonic's Anchor Chart





## Spelling Books

In Year 2 and 3, Spelling Books are used to record phoneme families and spelling strategies. These will be consistently used as a spelling tool to support all lessons. For example, if a child needs to write the word 'took', they can look at the short /oo/ family and identify the spelling pattern of book, look. Another example would be children being trained to add words to their spelling books as they come across them. Using the Spelling Book means that Phonics knowledge will be continuously applied.

### **Example of a Year 2 Spelling Book**

/ai/ family			
ai	ae	a	ay
rain	take	angle	day
train	make	able	play
wait	late		may
spain	game		
cair	age		

/ch/ family		
ch	tch	tufe
beach	witch	picture
cheap	whatch	nature
	match	future



**Hunslet Carr Primary School**  
**Leeds**

