



Hill House Guidance on Phonics

At Hill House School, we are passionate about ensuring that all our students are able to engage with books and the written word.

We hope for them to become confident and enthusiastic readers and that this will enable them also to become more able writers in line with their abilities and aptitudes.

We believe that phonics provides one of the foundations of engaging with and understanding the written word and facilitates the development of literacy skills and knowledge for our students.

Through daily, systematic and consistent access to the written word and phonics teaching, our students learn to segment words to support their spelling ability and blend sounds to read words.

Intent

Our **intent** is to allow our students to develop a strong phonic awareness and effective blending and decoding skills, we recognise that a variety of approaches towards a development of phonics awareness works best for our students and we have chosen elements from a range of recognised interventions including Jolly Phonics, Twinkle Phonics, and the Clicker 6.

We aim to enable our students where appropriate to be able to understand letter sounds, blending sounds together to read and spell words and applying these skills across the curriculum.

Implementation

We **implement** our literacy curriculum through dedicated timetabled lessons throughout the week delivered by our English Specialist Teacher, these lessons are also supplemented by a dedicated reading session which takes place weekly in the school's library.

All of the students are baseline assessed in relation to their understanding of and abilities with phonics. The students are also set termly Phonics targets as part of their IEP and these targets are reviewed at the end of each term and the progress celebrated in the student's learning journeys.

All students have a reading profile outlining their relative strengths and barriers to literacy.

Impact

We passionately believe that teaching children to read and write to support their expressive communication is one of the core purposes of our literacy curriculum.

Our intent is for the **Impact** of this curriculum to support our students in accessing a broad and exciting curriculum, ensuring they flourish as learners throughout their time at our school.

These fundamental skills not only hold the keys to the rest of the curriculum but we also support our students to generalise these skills “Out and About” in the community and to take them forward with them into adulthood.

We also recognise that the development of this knowledge and skills also has a huge impact on student’s self-esteem and enhances their cultural capital and future life chances.

Monitoring and Review

This policy will be subject to continuous monitoring, refinement and audit by the Principal.

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