



Hill House School Guidance on Phonics

Literacy and Phonics

At Hill House School, we are passionate about ensuring that all students are able to engage with books and the written word. It is our aim that our students are presented with the written word in such a way as to foster a **love of reading**.

Many of our students have had mixed experiences on their journey with the written word. We hope for many of 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 and consistent access to the written word and phonics approaches, our students learn to segment words to support their spelling ability and blend sounds to read words.

Our **intent** is to allow students to develop a strong phonic awareness and effective blending and decoding skills for those of our students who are learning to read, we recognise that different approaches towards the 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). We aim to enable 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. **We recognise that many of our students are working at a pre-phonics stage or have over time developed their own strategies to access the written word, with our more able readers often using Gestalt methods and approaches to reading the written word.**

We **implement** our literacy curriculum through dedicated timetabled lessons throughout the week delivered by our specialist team, these lessons are also supplemented by a dedicated reading session which takes place weekly in the classroom or the school's library. All students will be baseline assessed in relation to their understanding of and abilities with phonics. Each student has their own reading profile outlining their strengths and the challenges they face with reading and engagement with the written word. Students will also be set termly Phonics targets as part of their IEP and these targets will be reviewed at the end of each term and the progress celebrated in the students learning

journeys. All students have a reading profile outlining their relative strengths and barriers to literacy. Our approaches to developing reading and phonics are also informed by our Speech and Language Therapist who supports and advises on target setting.

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 will 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 aim to support the students 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.

Principal of Hill House: Kate Landells
Hill House School,
Boldre,
Lymington,
Hants. SO41 8NE
Tel: 01590 672147
Email: kate.landells@cambianguroup.com

Managing Director of Education; Andrew Sutherland
Tel: 0141 587 2710
Email: andrew.sutherland@cambianguroup.com

September 2023

Review Date: November 2024