

Phonics and Reading

Phonics is taught across the school and is a vital element in the development of children's literacy skills. The school follows the 'Letters and Sounds' document as a framework for teaching phonics; this is supplemented in Early Years by the use of elements from the 'Jolly Phonics' scheme. A variety of approaches and resources are used in the teaching of phonics to ensure that it can be accessed by all learners. We aim to make the teaching of phonics as practical and enjoyable as possible. We use a range of reading resources to support the teaching of reading, not one specific scheme.

Children are taught phonics in phases and progress through phases 1 to 6, as follows:-

Phase 1

This is embedded throughout the teaching in early years, where children experience a wealth of listening activities including songs, stories and rhymes.

Phase 2

Children will be taught initial letter sounds and will begin to orally blend and segment CVC (consonant-vowel-consonant) words, e.g. cat, sat, hat. They will also learn the tricky words ***the, to, I, no, go.***

Phase 3

Children will learn the remaining individual letter sounds and will be introduced to the main digraphs (2 letters that make 1 sound), e.g. sh, th, ch, and trigraphs (3 letters that make 1 sound), e.g. igh, ear, air. They will be taught how to blend and segment CVC words included phase 2 and 3 sounds to read and spell words. In addition they will learn how to read the tricky words ***he, she, we, me, be, was, my, you, her, they, all, are,*** and how to spell the tricky words ***the, to, I, no, go.***

Phase 4

This will recap on all phase 2 and 3 graphemes (written sounds) and children will be expected to blend and segment CCVC and CVCC words. In addition they will learn how to read the tricky words ***some, one, said, come, do, so, were, when, have, there, out, like, little, what,*** and how to spell the tricky words ***he, she, we, me, be, was, my, you, her, they, all, are.***

Phase 5

Children will be taught alternate graphemes, e.g. ee can also be made using ea. They will be expected to apply their phonic knowledge and skill as the prime approach to reading and spelling words that are not completely decodable and will be taught to read and spell two-syllable and three-syllable words. They will be expected to read all of the 100 high frequency words and to spell most, and to form all letters correctly.

Phase 6

At this stage children should be able to decode words quickly and independently using their existing knowledge of taught graphemes. They will now focus on increasing their pace and fluency when reading. In addition they will be taught how to apply phonics for spelling polysyllabic words, including identifying tricky parts of words. They will look at past tense (including irregular verbs) and investigate how to add prefixes and suffixes to words. Children will also be taught a range of memory strategies for spellings.

The school monitors the progress of every child in phonics. Children progress through the phases accordingly and additional support or extension work is provided as appropriate to the individual child.