

Phonics Statement

Phonics is taught in a highly structured programme of daily lessons across EYFS and KS1. The school's phonics programme provides a synthetic approach to our teaching of phonics. The planning incorporates use of resources from Jolly Phonics and Bug Club. These are used because they are multisensory and engaging. Bug Club teaching resources are used in conjunction with the Bug Club reading books which are grouped into letter sets to match the order taught. This ensures stepped progression throughout the phonic phases. Each session gives our children an opportunity to revisit their previous learning, be taught new skills, practise together and apply what they have learned. Our phonics teaching covers all the pre requisite skills for reading such as sound identification, sequencing, reproduction, discrimination, segmenting and blending. The children also begin to read common exceptional words on sight.

By the end of the spring term, Jolly phonics is no longer used because all of the 44 phonemes will have been taught. For identified children with SEND or other additional needs, this may continue to support their understanding and learning.

Reading opportunities are given on a daily basis. A wide range of approaches are used to provide first hand experiences for the children. They are taught in a stimulating environment that is rich in written print. There are focussed periods within the day when class teachers share traditional books and text. Stories written by particular authors are shared with the classes in addition to rhymes, poems and songs. There are stimulating book corners which contain a variety of books both fiction and non-fiction to inspire and promote a love of reading. Regular trips to the library are enjoyed, during which time, book sharing happens with our 'library book- buddies' who are members of the upper school. They are excellent role models because of their own love of reading, and the younger children look forward to this shared book time.

Phonics Assessment

Children's progress is continually reviewed by the teacher and children move up the bands to meet their developing needs. Children are formally assessed at the end of each half term.

The National Phonics Screening Check is completed in June of Year 1. The screening check provides confirmation that all children have learned phonic decoding to an age-appropriate standard. The children who do not meet the required standard for the check in year 1 enter again in year 2 and have additional support throughout the year as required to ensure their reading development. As children enter KS2 provision is made for those children still requiring daily phonics.

Phases of the Phonics Programme

Children in EYFS begin with Phase 1 which provides enables children to develop their listening skills through a range of activities and play. Progress is tracked at the end of each half term. There is a progression of activities as they are introduced to Phase 2 which marks the start of systematic phonic work: grapheme-phoneme correspondence is introduced. The process of segmenting whole words and identifying phonemes is taught writing the letters to encode words. Phase 3 completes the teaching of the alphabet and then moves on to cover sounds represented by more than one letter, learning one representation for each of the 44 phonemes. At this stage just one grapheme (spelling) is given for each phoneme. When children become secure they continue into Phase 4 where they start to read and spell words containing adjacent consonants. No new phonemes are introduced at this phase. It is expected that children will enter Phase 5 as they begin year 1, broadening their knowledge of graphemes and phonemes for use in reading and spelling. They will learn new graphemes and alternative pronunciations for these and graphemes they already know, where relevant. It is expected that children entering Year 2 will start Phase 6 which develops a variety of spelling strategies including homophones (word specific spellings) eg see/ sea, spelling of words with prefixes and suffixes, doubling and dropping letters where necessary. Also the accurate spelling of words containing unusual grapheme-phoneme correspondences eg laughs, two.

Phonics Coverage per Half Term

1st Half Term: Phase 1 and starting of Phase 2

2nd Half Term: Completing Phase 2 and starting Phase 3 up to 'sh', 'th', 'ng', 'ch'

3rd Half Term: Phonics setting – Phase 3 and recapping Phase 2

4th Half Term: Moving onto Phase 4, recapping Phase 3 and earlier phases as needed

5th Half Term: Moving onto Phase 4 recapping, beginning Phase 3

6th Half Term: Moving onto Phase 5a, consolidating Phase 3 and 4, moving onto Phase 3