

Phonics at Pottery Primary School

INTENT

At Pottery Primary School, we use a systematic approach to the teaching of synthetic phonics to enable children to develop secure reading and spelling skills. In order to deliver clearly structured sessions, which directly link into the Letters and Sounds progression and its procedure of: revisit, teach, practice, apply; Twinkl phonics planning and the letters and sounds document is used. Our phonics sequence sets out clear expectations of pupils' progress in phonics term by term. It is to be used as a tool for informing all teaching of phonics including in whole class sessions, interventions and 1:1 reading. The sequence sets out the pace that we expect a typical child to progress through the phonics programme. This pace can be adapted/reduced for high attaining children, with those children who are not on track receiving interventions to enable them to catch up with their peers. Teacher's use the same phonics tracker which support's teacher's ongoing assessments and identifies gaps and where targeted teaching is needed.

**We are currently in the process of evaluating new synthetic phonics programmes (SSP) with the intention of purchasing a new SSP in the near future.*

IMPLEMENTATION

Through the teaching of phonics, the children are taught the essential skills needed for reading. Phonics is taught daily to all children in Reception and KS1. Phonics teaching is systematic, engaging, lively and interactive. Each phonics lesson includes the following elements:

- Revise - overlearn the previous graphemes and words
- Teach - introduce a new grapheme/words
- Practise - develop GPCs (grapheme phoneme correspondences)/read and spell new words
- Apply - use new graphemes/words in games and activities to secure knowledge
- Assess - monitor progress within each phase to inform planning

Extra support is provided to those in Year 2 (and in Year 3 where appropriate) who have not passed phonics screening in Year 1 and interventions are planned for those children who are working below expected levels. Staff systematically teach learners the relationship between sounds and the written spelling patterns, or graphemes, which represent them. In Reception, Phonics is taught through daily whole class teaching input and small group activities. In Year 1 and Year 2 phonics is taught though a whole class teaching. Targeted intervention through KS1 for the teaching of phonics is organised into small groups, outside of the phonics lesson, depending on children's prior phonics knowledge, and looking at where individuals need challenge or support. Where extra intervention is necessary, this is provided for children throughout Key Stage 1 and 2.

Pupils have regular reading sessions with an adult to ensure they are regularly practising and applying their phonics knowledge. This includes extra one-to-one reading for those children who are most vulnerable to enable them to catch up to meet age related expectations.

Teachers regularly assess children's phonics knowledge. These regular assessments inform planning and allow teachers to identify any gaps in learning. Children have phonically decodable reading books matched to their phonics knowledge which they are encouraged to read regularly at home to ensure fluency in reading is developed. Books are chosen from our reading schemes - Oxford Reading Tree Floppy's phonics and Bug Club.

The structure of our phonics teaching is as follows:

Phase 1	<ul style="list-style-type: none"> • Listening to and for sounds. • Rhythm and rhyme • Alliteration
Phase 2 Reception	<p>Sounds taught: s, a, t, p, I, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss</p> <p>Tricky words: to, the, no, go, I, into</p> <p>As soon as each set of letters is introduced, children will be encouraged to use their knowledge of the letter sounds to blend and sound out words. For example, they will learn to blend the sounds s-a-t to make the word sat. They will also start learning to segment words.</p>
Phase 3 Reception	<ul style="list-style-type: none"> • Sounds taught: j, v, w, x, y, z, zz, qu • ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er • Tricky words: he, she, we, me, be, was, my, you, they, her, all, are <p>During Phase 3, children will also learn the letter names using an alphabet song, although they will continue to use the sounds when decoding words. By now they should be able to recognise all these sounds and read them in words. They should also be able to experiment with spelling words such as rain, hear, hair, bee.</p>
Phase 4 Reception	<ul style="list-style-type: none"> • Recap all previous sounds. • Teach reading and spelling tricky words: said, have, like, so, do, come, were, there, little, one, when, out, what • Read and write words with initial and/or final blends: st, nd, mp, nt, nk, ft, sk, lt, lp, tr, dr, gr, cr, br, fr, bl, fl, gl, pl, cl, sl, sp, st, tw, sm, nch, shr, str, thr <p>Some more examples help test just theft step shrink</p> <p>When children start Phase Four of the Letters and Sounds phonics programme, they will know a grapheme for each of the 42 phonemes. They will also be able to blend phonemes to read CVC (consonant-vowel-consonant) words and segment in order to spell them. Children will also have begun reading straightforward two-syllable words and simple captions, as well as reading and spelling tricky words.</p>
Phase 5 Year 1	<ul style="list-style-type: none"> • Teach new graphemes for reading ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a-e, e-e, i-e, o-e, u-e • Learn new phoneme zh

	<ul style="list-style-type: none"> • Teach reading words oh, their, people, Mr, Mrs, looked, called, asked, water, where, who, again, thought, through, work, mouse, many, laughed, because, different, any, eyes, friends, once, please. • Teach spelling words said, so, have, like, some, were, there, oh, their, people, Mr, Mrs, looked, called, asked. • Teach alternative spellings for ch, j, m, n, r, s, z, u, i, ear, ar, air, or, ur, oo, ai, ee, igh, oa, y/oo, oo, sh <p>Children entering Phase Five will already be able to read and spell words with adjacent consonants, such as trap, string and flask and be able to spell them. They will also be able to read and spell polysyllabic words such as bonfire, playing, shouting. With practice, speed at recognising and blending graphemes will improve. Word and spelling knowledge will be worked on extensively.</p>
<p>Phase 6 Year 2</p>	<ul style="list-style-type: none"> • Understand and apply suffixes - ed, ing, ful, est, er, ment, ness, en, s, es • Understand the rules for adding ing, ed, er, est, ful, ly, y • Investigate how adding suffixes and prefixes changes words □ <p>Introduce the past tense</p> <p>They will be able to read many familiar words automatically. When they come across unfamiliar words they will in many cases be able to decode them quickly and quietly using their well-developed sounding and blending skills. With more complex unfamiliar words they will often be able to decode them by sounding them out.</p> <p>At this stage children should be able to spell words phonemically although not always correctly. In Phase Six the main aim is for children to become more fluent readers and more accurate spellers.</p>
<p>Glossary Phoneme- the smallest unit of speech-sounds which make up a word. Grapheme- the written representation of sounds. Tricky word- word which can't be sounded out Keywords- high frequency words vc word- vowel consonant word (it, as) cvc word- word made up of a consonant, vowel, consonant (cat, dog) Initial sound- first sound in word</p>	

IMPACT

- Children enjoy and have confidence in their phonics learning. They will transfer these skills to support their reading for pleasure and writing.
- Children know more, remember more and understand more about Phonics, demonstrating this knowledge in all areas of the curriculum involving reading and writing.
- The large majority of children will achieve age related expectations in Phonics and this will be assessed through EYFS data and the Phonics Screening Check at the end of Year 1.

- Parents have a clear understanding of how phonics is taught throughout the school and the impact it is having on their children. They will also understand how to further support their children with this learning at home.
- All staff teaching phonics consistently use the correct vocabulary, lesson structure and teaching techniques to ensure all children's needs are being met in a fair and consistent way.