



Phonics

Early Years and Key Stage 1 (KS1)

Aims

The use of phonics is one of the many skills needed to be able to be a reader and writer. At John Hampden Primary School (JHS), we aim to teach high quality phonics to ensure the children have the best start possible in reading and writing.

The learning of phonics is the beginning of children's knowledge, skills and understanding that are an essential part of learning to read and to access a broad and rich body of written word. In order to read and understand texts children must learn to recognise/decode the words on the page. Good quality phonics teaching allows the child to be secure in the skills of word recognition and decoding which allows children to read fluently. This will result in children being able to read for pleasure and will allow them to move onto developing higher order reading for meaning skills.

We also aim to provide the children with the tools to write with confidence and clarity from an early stage and to use their phonemic knowledge to build words in order to communicate through written work.

Planning & Teaching

Phonics is a body of knowledge and skills about how the alphabetic system works, and how to apply it in reading and spelling. Phonics skills are taught systematically and provide a structured route to enable children to build their skills and knowledge from a secure foundation. The use of phonics is the prime approach to decoding print.

- A daily, systematic synthetic phonics (SSP) programme called 'Bug Club Phonics' is used at JHS, which is based on the Government Document 'Letters and Sounds'. This allows us to ensure all classes follow the same sequence and approach and that teaching across Early Years and KS1 is consistent and that children's learning is not disrupted through change of focus.
- Daily lessons are structured in four parts as: 'Review, Teach, Practise and Apply'. All lessons allow time to blend (read phonemes within longer units such as words) and segment (orally break up a word in order to hear the individual sound so it can be spelt).
- The programme provides support to enable children to become fluent readers, and confident spellers and writers.
- We ensure that simple grapheme-phoneme correspondences (GPC's) are taught from Early Years that enable children to read and spell many words early on.
- Teaching is direct and requires the children's interaction throughout, through activities such as manipulation of magnetic letters, actions for sounds, writing on whiteboards and repeating and reading of GPC's.
- Teaching of phonics is embedded during our regular Year 1 Reading Programme. It is also enriched throughout the rest of the curriculum in KS1, through continuous provision in Early Years and within other curriculum areas in Year 1 and Year 2.
- Some words can not be read or written phonetically and may contain GPC's that are unusual. These 'tricky' words are included in our teaching and are introduced gradually and with reference to the GPC's already taught.
- To ensure that, as children move through the early stages of acquiring phonic knowledge and skills, they can practise by reading texts closely matched to their level of phonic attainment. Reading resources are sourced from 'Bug Club Independent' and are directly linked to the SSP. Other reading books sent home have been categorised and linked to the phonemes in the Bug Club Phonics programme.

SEND & Inclusion

It is important that the whole class are taught the same phonemes and graphemes at the same time within a class group, but there might be some children who are at risk of falling behind and need extra

practice to consolidate and master the content of the programme. There might be children who do not learn at the same rate, or who may have Special Educational Needs who require a different approach. For these children we remain constant to our Phonics programme, but enrich it and adapt it to meet our children's individual needs. This is done in addition to their daily phonics teaching during interventions.

Marking, Assessment and Recording

Feedback is given to children straight away in lessons. Formative assessments are made in order to keep children on track and to address any misconceptions and mistakes as soon as possible. Regular 1:1 reading also provides opportunity to identify children's strengths and gaps in their phonics knowledge.

We use 'Phonics Tracker', in order to assess children's ability to identify individual phonemes at the phase we are teaching. This provides information for any work needed to 'close the gap'.

In Year 1 we also carry out a practice 'Phonics Screening Check' in to track progress in the reading of graphemes within real and pseudo words. Importantly this also prepares the children for the statutory check at the end of Year 1, for which individual results are recorded and reported to parents, and school results are reported to Oxfordshire County Council as well as published nationally.

In Year 2 this Phonics Screening Check is repeated, for those children who did not meet the expected level in Year 1. The same reporting processes take place.

Home / School Links

It is vital that children's phonic progression is supported at home and that parents understand the importance of phonics in reading at home. Therefore we work closely with parents to include them in our phonics journey, by holding information sessions in Early Years and Year 1, by sending home regular information, and where appropriate communicating in children's reading records, and by involving them in reading through physical reading books sent home as well as our use of e- books. Results of the Year 1 and Year 2 Phonics Screening Check are communicated via a report.

Key Stage 2 (KS2)

Through vigorous and systematic teaching of phonics in KS1, most children will have a strong grip on phonics and the use their skills in their reading and spelling intuitively. For a small number of children, who still find reading and writing at their age related expectation difficult, 'Phonics Tracker' may be used to identify any gaps in their phonemic knowledge. This will then inform any booster or SEN provision needed for that child, in addition to their whole class teaching. Children who require extra provision in KS2 will take part in the Rapid Phonics catch-up programme which works in conjunction with our Bug Club Phonics.

Signed: Ruth Arnett

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