

PHONICS AT SEC



PHONICS PROVISION

As a school we are currently using letters and sounds to support the teaching of synthetic phonics. On arrival at school the expectation is children will have accessed phase one provision at nursery and preschool settings. We assess their phonics knowledge within the first two weeks at school and then begin phase two running phase one activities alongside it as necessary.

Throughout the year we regularly assess the children and teach phonics to differentiated groups matching time taken to learn letter sounds to their. By the end of the year we will have completed phases two, three and four ready for the children to start phase five in year one.

In year one children learn phase 5 alongside revision of phase three and four. Again they are in differentiated groups defined by regular assessment and suitable pace of learning new sounds. At the end of year one children take part in the Phonics screening which includes real and 'alien' words and covers all phonemes from phases two to five.

In year two children cover phase 6 alongside revision of phases three, four and five. They are whole class groups with targeted intervention groups which especially target those children who did not pass the phonics screening. At the end of Year 2 those children who did not pass retake the phonics screening.

In years three, four and if necessary five and six children access targeted phonics interventions to support their learning. They are regularly assessed to ascertain where gaps are and how needs can be met.

SYNTHETIC PHONICS PROGRAMMES

The Government has recently reviewed synthetic phonics provision in schools and now recommends that letters and sounds is out of date as does not contain all elements a phonics programme needs. They are recommending that schools choose a new phonics programme from a list of government validated schemes. Whilst it is not mandatory it is highly recommended that schools choose one of these schemes.

As a school we decided to not rush into the decision as our phonics screening results are above national averages and are current phonics provision is good. We have researched a range of schemes when they have been validated and have decided we are going to use a scheme called Supersonic phonic friends as it closely follows the original letters and sounds order and principles and matches the reading book scheme we currently have and have invested in.

OUR ETHOS

Intent:

At St Edmund Campion, we recognise reading as a key life skill, which underpins access to the rest of the curriculum. We aim for children to read words and simple sentences by the end of Foundation, become successful, fluent readers by the end of Key Stage 1 and develop a lifelong love of reading as they move through school. The systematic teaching of synthetic phonics, using the Letters and Sounds programme, is given a high priority throughout Early Years and Key Stage 1. Children need to learn key phonic knowledge and develop skills in segmenting and blending to complete the phonics check at the end of Year 1 and as part of developing fluency in reading. We also value and encourage pupils to read for enjoyment and recognise that this starts with the foundations of acquiring letter sounds, segmenting and blending skills – enjoying success and gaining confidence from a positive experience. By the end of Foundation, the aim is for all children to have a secure understanding of Phases 2, 3 and 4 in Letters and Sounds and to be able to segment and blend words within these phases, in order to start Phase 5a at the start of the Autumn term in Year 1 alongside revision of phases 3 and 4. Children are introduced to the 'tricky words' early in the Autumn term in Reception and aim to read and write the high frequency words for Phase 2 to 4 before they enter Year 1. The aim in Year 1 is to ensure all children have completed Phase 5a, b and c and be ready to begin Phase 6 upon entry into Year 2. We aim for all children to read and write all the common exception words for Year 1. Any children who enter KS2 who are identified as needing extra phonics provision are supported to continue to develop their phonics skills.

OUR ETHOS

Implementation:

Through the teaching of phonics following the Letters and Sounds programme, 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 KS2 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 Foundation, Phonics is taught through daily whole class teaching input and small group activities. Staff ensure Phonics is an integrated part of all learning in Foundation, making links across the Early Years Curriculum as children explore the environment. In Year 1 and Year 2 phonics is taught in differentiated groups with activities linked to the graphemes learnt. Targeted intervention through KS1 for the teaching of phonics is organised into small groups, 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. In the EYFS the continuous provision matches children's current knowledge and understanding whilst ensuring the children are suitably challenged. Teachers regularly assess children's phonics knowledge using the phonics play assessment grid. 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.

OUR CURRICULUM PROGRESSION

+ EYfs Phonics term by term

	GRP 1 (Small group including EAL, SEN, Children with low confidence) Children have no grapheme/ phoneme correspondence and show no awareness of segmenting	GRP 2 : children who show limited grapheme/ phoneme recognition but poor blending / segmenting)	GRP 3: Children who have good grapheme/ phoneme correspondence and show some awareness of segmenting/blending
Autumn	<p>Phase 2 sounds <u>s,a,t,p,l,u,m,d,g,o,c,k,k</u> 1 sound per week Exposure to all phase 2 sounds daily in small groups</p> <p>Recognising phoneme/ grapheme correspondence Blending sounds together CVC Initial sounds in words Introduce tricky words I, no, go to, the from week 6</p> <p>Phase 2 assessment end of November Phase 2 : assessment mid Dec</p>	<p>Phase 2 sounds <u>s,a,t,p,l,u,m,d,g,o,c,k,k,e,a,r,h,b,f,l,f,i,l,l,s</u> 2 sounds per week Exposure to all phase 2 sounds daily</p> <p>Recognising phoneme/ grapheme correspondence Blending sounds together CVC Initial sounds in words Segmenting CVC words Introduce tricky words I, to, no, go, the from week 4</p> <p>Phase 2 assessment mid <u>nov</u> Phase 2 assessment mid <u>dec</u></p>	<p>Week 1-6 – revise Phase 2 sounds</p> <p>Week 7 / 8 – <u>i,v,w,x,y,z</u> Week 9 – 2 sounds per week <u>ai, ch, sh, th, ng, ai, ee, lah</u></p> <p>Recognising phoneme/ grapheme correspondence Blending sounds together CVC Initial sounds in words Segmenting CVC words Tricky words I, to, no, go the, he, she, we, be, me</p> <p>Phase 2 assessment mid <u>nov</u> Phase 3 assessment mid <u>dec</u></p>
Spring	<p>Phase 2 continued <u>e, u, r, h, b, f, l, ff, ss, ll</u> Phase 3 <u>j, w, x, y, z</u> 1 sound per week Exposure to all phase 2/3 sounds daily</p> <p>Recognising phoneme/ grapheme correspondence Blending sounds together CVC Initial sounds in words Segmenting CVC words Tricky words he, she, we, be, me (revise phase 2 tricky words alongside)</p>	<p>Phase 3 sounds <u>i,v,w,x,y,z, ch, sh, th, ng, ai, ee, lah, oa, oo, ar, or, ur, ow, oi</u> 2 sounds per week Exposure to phase 3 sounds daily / recap phase 2 sounds</p> <p>Recognising phoneme/ grapheme correspondence Blending sounds together CVC Initial sounds in words Segmenting CVC words</p>	<p>Phase 3 sounds 4 weeks <u>oa, oo, ar, or, ur, ow, oi, ear, air, ure, er</u> 4 weeks phase 3 revision (revise any sounds children are unsure of) 2 weeks Introduce phase 4</p> <p>2 sounds per week Exposure to phase 3 sounds daily</p> <p>Recognising phoneme/ grapheme correspondence</p>

OUR CURRICULUM PROGRESSION

Year 3 Phonics term by term

	GRP 1 (Small group including EAL, SEN, Children with low confidence) Children who show limited grapheme/phoneme recognition but poor blending / segmenting)	GRP 2: Children who had a low score in their phonics screening test. Children who show good blending and phoneme recognition but need to apply this in their work.
Autumn	<p>Phase 3-4 sounds : <u>ch</u> <u>sh</u> <u>th</u> <u>ng</u> <u>ai</u> <u>ee</u> <u>oa</u> <u>oo</u> <u>ar</u> or <u>ur</u> <u>ow</u> <u>oi</u> <u>er</u> <u>igh</u> <u>ear</u> <u>air</u> <u>ure</u> 3 sound per week Exposure to all phase 3-4 sounds daily in small groups.</p> <p>Recognising phoneme/ grapheme correspondence Blending sounds together CVC Initial sounds in words Introduce tricky words: he, she, was, you, <u>go</u>, no, my, they.</p> <p>Phase 3 assessment end of November Phase 3-4 : assessment mid Dec</p>	<p>Phase 4-5 sounds: <u>ay</u>, <u>ou</u>, <u>ie</u>, <u>ea</u>, <u>oy</u>, <u>ir</u>, <u>ue</u>, <u>aw</u>, <u>wh</u>, <u>ph</u>, <u>ew</u>, <u>oe</u>, <u>au</u>, <u>ex</u>, <u>a_e</u>, <u>e_e</u>, <u>i_e</u>, <u>o_e</u>, <u>u_e</u> 3 sounds per week Exposure to all phase 4-5 sounds daily.</p> <p>Recognising phoneme/ grapheme correspondence Blending sounds together CVC Initial sounds in words Segmenting CVC words Introduce tricky words: oh, their, people, Mr, Mrs, looked, called, asked, said, so, have, like, some, come, were, there,</p> <p>Phase 4 assessment mid Nov Phase 4-5 assessment mid Dec</p>
Spring	<p>Phase 4-5 sounds: <u>ay</u>, <u>ou</u>, <u>ie</u>, <u>ea</u>, <u>oy</u>, <u>ir</u>, <u>ue</u>, <u>aw</u>, <u>wh</u>, <u>ph</u>, <u>ew</u>, <u>oe</u>, <u>au</u>, <u>ex</u>, <u>a_e</u>, <u>e_e</u>, <u>i_e</u>, <u>o_e</u>, <u>u_e</u> 3 sounds per week Exposure to all phase 4-5 sounds daily.</p> <p>Recognising phoneme/ grapheme correspondence Blending sounds together CVC Initial sounds in words Segmenting CVC words Introduce tricky words: oh, their, people, Mr, Mrs, looked, called, asked, said, so, have, like, some, come, were, there,</p> <p>Phase 4-5 assessment – Feb Phase 4-5 assessment – April</p>	<p>Phase 5 sounds – Alternative pronunciations - <u>i</u>, <u>o</u>, <u>c</u>, <u>g</u>, <u>u</u>, <u>ow</u>, <u>ie</u>, <u>ea</u>, <u>er</u>, <u>a</u>, <u>y</u>, <u>ch</u>, <u>ou</u> 2 sounds per week Exposure to phase 3 sounds daily / recap phase 2 sounds</p> <p>Recognising phoneme/ grapheme correspondence Blending sounds together CVC Initial sounds in words Segmenting CVC words Tricky words, little, one, do, when, what, out, water, where, who, again, thought, <u>through</u>, work, mouse, many, laughed, because, different, any, eyes, friends, once, please, Phase 5 assessment – Feb Phase 5 assessment – April</p>

OUR ETHOS

Impact:

As a result of high quality phonics provision, children make good progress from their starting points. The vast majority are ready for the next stage in their education as they transfer through Early Years, Key Stage 1 and into Key Stage 2. Phonics screening results are above average and reflect ongoing quality provision. Children enjoy listening to adults read and develop a love of reading, gaining satisfaction from their growing success in developing independence and fluency. We firmly believe that reading is the key to all learning and so the impact of our phonics and reading curriculum goes beyond the results of the statutory assessments and can be seen in success across the curriculum as children progress through school and develop a lifelong love of reading.