



## Corporation Road Community Primary School Phonics overview

At Corporation Road Community Primary School we believe that the teaching of phonics is vital in order for children to become competent readers and writers.

### **Aims/Principles:**

- To enable children to learn phonic knowledge and skills with the expectation that they will become fluent readers, having secured word building and recognition skills.
- To ensure that the children are taught high frequency words that do not conform to regular phonic patterns.
- To ensure that children have opportunities to read texts and words that are within their phonic capabilities as early as possible, even though all words may not be entirely decodable by the children unaided.
- To encourage the children to attempt to spell words for themselves, within the range of their phonic knowledge, by building an individual repertoire and the confidence and strategies to attempt the unfamiliar.
- To help the children to apply the skill of blending phonemes in order to read words.
- To help the children to segment words into their constituent phonemes, in order to spell words when writing for a variety of purposes.
- To learn that blending and segmenting words are reversible processes.

### **Teaching and Learning of Phonics in EYFS and KS1**

All phonics in EYFS and KS1 is taught following the Letters and Sounds document. The Letters and Sounds programme is devised in six phases. We have adopted the suggested daily teaching sequence set out in 'Letters and Sounds'; Introduction, Revisit and Review, Teach, Practise, Apply and Assess learning against criteria.

The 'Apply' stage allows teachers to contextualise the learnt phonemes or high frequency words within broad and rich reading material.

Teaching is multi-sensory, encompassing simultaneous visual, auditory and kinaesthetic activities to enliven core learning. Phonics is taught in short, briskly paced sessions and then applied to reading and writing in a meaningful context. All activities are well matched to the children's abilities and interests, and all classroom environments have an age appropriate display concentrating on both sounds and key words.

### **Reception/ Year One/Year Two**

- Daily discrete phonics lessons every day for 15/20 minutes.
- By the end of Reception children are expected to be at least secure in Phase 3, with a growing number achieving phase 4 and by the end of Year One to be secure in Phase 5. Year two typically addresses phase 6. Children in years one and two are streamed according to ability.

### **Assessment**

Children's progress in developing and applying their phonic knowledge will be carefully assessed and monitored. Teachers use daily phonics sessions to monitor children's progress and assess children through their writing and reading. This monitoring is triangulated with their assessments in other reading and writing skill areas to make judgments about their attainment and progress overall.



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### **Phonics overview**

All children are required to take part in the statutory Phonics Screening at the end of Year 1. The children have regular phonic screen practise to prepare them for the test. The Screening involves reading 40 words with an adult they know well. These are mixture of real words and pseudo (made up) words. The pseudo words are built with phonic strings they have learnt. The adult working with the child stop and start the screening as appropriate or stop before completion if it is right to do so for the child. Children may not be required to take part in some cases if there is a Special Educational Need.

#### **Children who need additional support**

Where children are not making progress at the same rate as their peers, additional support is given at their level either one to one or in a small group as soon as this is identified. Teachers in key stage one provide intervention classes after school for children requiring additional help. Children who fail the re screen in year two are monitored and tracked in year three.

#### **Children who do not use phonics as their prime approach to reading**

We recognise that whilst phonics is the prime approach for most children when reading, there a number of ways by which to decode a text. These include strong word recognition/recall and using contextual clues. These are developed and reinforced during daily guided reading sessions, and through all daily literacy sessions.

#### **Supporting children with phonics at home**

Parents are invited to join us for phonic workshops to provide them with ways of helping their child at home.