

The Rationale behind our Approach to Phonics

Key factors:

- Phonics is taught 4/5 times a week for Reception and Year 1, this starts as whole class teaching for the input and then separates into small differentiated groups. Year 2 will still have daily phonics lessons to complete Phase 5 in Autumn 1 and 2; after this they will have 3 whole class spelling lessons a week with separate group interventions - for the children that still need support mastering the phases
- All teachers and TA's follow the Essential Letters and Sounds approach
- Phonics screening and phonics sounds interventions are used for children as necessary.

What a Phonics Lesson looks like at our school

During lessons, children are expected to be as active as possible and this is achieved by:

- Use of white boards to see whole class responses
- Teachers avoiding over-talking at the children
- A ping-pong approach is used to create balance of child and teacher talk
- Partner talk
- Use of resources such as flash cards, word cards etc
- Teacher models sounds, spellings and sentence structure
- Reading books, stories and writing passages are used when appropriate for the sound learning that week
- Year 1 children are given spellings that are sent home that relate to the sound that they are learning that week- related to the lesson.
- Children are given the opportunity to read, write and compose sentences.

The Phonics Environment

Teachers will follow the same structure, planning and format for phonics; this can be seen by:

- All teachers following the ELS week by week planning
- All teachers having the same resources – ELS flash cards and magnetic tricky word wallets to be displayed on whiteboards in lessons – these can hold sounds, words and tricky words in throughout the lesson for children to access
- Whiteboards and pens being used throughout – with the use of ELS practise work books
- Teacher modelling on the board with high expectations of writing
- A range of words and spellings that relate to the sound they're learning
- Common exception words are weaved into the lesson / learning

Assessment

Children are assessed frequently to ensure that groupings are correct and that interventions are pitched accurately.

- **Reception** – Children are assessed on their letter and phonic sounds at least once a half term
- **Year 1** – Phonics sound baseline test in Autumn 1, enables Year 1 to be grouped effectively. Phonic sounds tested in each phonics group consistently by the teacher. Phonics screening assessment every 2 months - this then supports the teacher to assess interventions. Year 1 also have spellings sent home relating to the sound they are learning and these are tested once a week.
- **Year 2** – Phonics sound assessment for children that haven't passed the Phonics Screening test in Year 1. Any other children that are presenting concerns with phonetical sounds will also be assessed.
- **Year 3** – If a child in Year 3 has not passed the Phonics Screening in Year 1 and 2, they will either join an existing phonics group or they will be given intervention to support their gaps in learning.

Reading

Children will be given books that relate to the sound that they are learning through phonics to support the correlation between reading and writing within phonics.