



Phonics Vision Statement

At Lambley Primary School we believe every child should have the chance to become happy, fluent readers. Therefore, Phonics is taught through a highly structured programme of daily lessons across FS/KS1 using a variety of fun activities. This takes the form of differentiated groups according to developmental need and whole class teaching. Each session gives an opportunity for children to revisit their previous experience, be taught new skills, practice together and apply what they have learned.

We use resources and tools from Read! Write! Inc and Phonics Play in order to meet the recommendations in Letters and Sounds. The teachers plan lessons using a synthetic approach to teaching 'pure sounds' and the skills of segmenting and blending. Most importantly, lessons are planned according to the children's need to help develop their love of reading and writing.

Phases of the Phonics Programme

Children in Reception begin with a recap of **Phase 1**, which provides a range of activities to develop their listening skills. In early Autumn they continue to build upon the listening activities and are introduced to **Phase 2**. This marks the start of systematic phonic work and grapheme-phoneme correspondence is introduced. The process of segmenting and blending whole words and selecting letters to represent those phonemes is taught. At this point the Read! Write! Inc Flash cards are used to enable children to form a concrete image of how to write letters. During this phase the children are also introduced to reading and spelling common and tricky words.

Phase 3 completes the teaching of the alphabet and then moves on to cover phonemes represented by more than one letter, learning one grapheme for each of the 44 phonemes. At this stage just one spelling is given for each phoneme. The reading and spelling of high frequency and tricky words continues to be taught. When children become secure they continue into **Phase 4** where they start to read and spell words containing adjacent consonants. No new phonemes are introduced at this phase.

It is expected that children will enter **Phase 5** as they begin year 1, broadening their knowledge of graphemes and phonemes for use in reading and spelling. They will learn new graphemes and alternative pronunciations for these and graphemes they already know, where relevant.

Children entering Year 2 will start **Phase 6** which develops a variety of spelling strategies including word specific spellings e.g. see/ sea, spelling of words with prefixes and suffixes, doubling and dropping letters where necessary. Also the accurate spelling of words containing unusual GPC's e.g. laughs, two.

Phonics Assessment

Children's progress is continually reviewed to allow for movement between ability groups, and to plan interventions for those needing extra help. All children are formally assessed at the end of each term or at the end of a phase, whichever is sooner.

The national Phonics screening check is performed in June of Year 1. The purpose of the screening check is to confirm that all children have learned phonic decoding to an age-appropriate standard. The children who did not meet the required standard for the check in year 1 enter again in year 2 and receive additional intervention support to help them reach the standard. As children enter KS2 provision is made for those children still requiring support with reading and spelling.