



Phonics

Intent

At Lambley Primary School we strive to give every child the confidence and skills to become happy, fluent readers, who enjoy reading for pleasure. Reading is the bedrock of the curriculum and therefore as a school we believe it is so important to inspire lifelong readers, right from the start of their educational journey. Phonics is the foundation of this journey, from which a love of reading can develop, and therefore we plan a highly structured programme of daily lessons across FS/KS1 using a variety of fun activities

Implementation

Daily phonics lessons take the form of whole class teaching, with differentiated groups when required according to developmental need. 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.

In Reception, children 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 exception 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.

Across all year groups, children's progress is continually reviewed to enable gaps to be plugged as quickly as possible and to plan intervention for certain groups of pupils where needed. All children are formally assessed at the end of each term or at the end of a phase, whichever is sooner.

Impact

In 2017-2018 70% of the Reception cohort started the year below age related expectations in Reading. By the end of the year, 78% of the cohort had made the ELG for Reading, with 33% exceeding the ELG. In 2018-19 61% of the Reception cohort started the year below age related expectations in Reading. By the end of the year, 90% of the cohort had made the ELG for Reading, with 22% exceeding the ELG.

The Year 1 cohorts of 2017/18 and 2018/19 took part in the national Phonics Screening Check and 88% and 75% passed respectively. 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.