



## **Phonics at St Mary's**

Phonics is taught in a highly structured programme of daily lessons across EYFS and KS1 in groups differentiated according to children's phonic awareness and development. The LCP phonics programme is currently followed in years 1 and 2 and this provides a synthetic approach to the teaching of phonics.

Each session gives an opportunity for children to revisit their previous experience, learn new skills, practise together and apply what they have learned.

In EYFS the All Aboard Phonics scheme is currently being trialed. In 'All Aboard' lessons follow the Letters and Sounds curriculum but is updated and extended to fit the new UK guidelines.

### **Phases of the Phonics Programme**

Children in Nursery begin with Phase 1 which provides a range of listening activities through play, to develop their listening skills. Progress is tracked at the end of each term.

As children move into Reception, they continue to build upon the listening activities and are introduced to Phase 2 which marks the start of systematic phonic work. Grapheme-phoneme correspondence is introduced. The process of segmenting whole words and selecting letters to represent those phonemes is taught writing the letters to encode words. Phase 3 completes the teaching of the alphabet and then moves on to cover sounds represented by more than one letter, learning one representation for each of the 44 phonemes. At this stage just one grapheme (spelling) is given for each phoneme. 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 during year 1 Autumn term, 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. It is expected that children entering Year 2 will start Phase 6 which develops a variety of spelling strategies including homophones (word specific spellings) eg see/ sea, spelling of words with prefixes and suffixes, doubling and dropping letters where necessary. Also, the accurate spelling of words containing unusual grapheme-phoneme correspondences e.g., laughs, two.

The school spelling programs complement the phonics learning from Reception through to the end of KS2. The spelling of high frequency and tricky words are taught continuously throughout the phases.

Alongside new GPCs children are taught to read and recognise 'quick words' otherwise known as common exception words (words that cannot be phonetically decoded at this stage).

Take home reading books are closely matched to children's phonics stage and enable children to rehearse the phonemes they have learnt in school through their home reading.

### **Phonics Assessment**

Children's progress is continually reviewed to allow for support and challenge to be planned to meet their learning needs. Children are formally assessed at the end of each term. The national Phonics screening check is performed in June of Year 1. Prior to this the EYFS and KS1 phonics workshop gives parents information about how they can support their children at home with phonics. 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 with additional support. As children enter KS2 provision is made for those children still requiring daily phonics.

### **Phonics and reading**

Guided reading and home reading books are closely matched to children's developing phonics knowledge. Books are chosen for each child working within phases 2-5 that enable them to rehearse GPCs (grapheme phoneme correspondences) learnt in school at home.