

# Phonics

## Vision

Our vision for phonics at Shinewater is that we provide every child with a knowledge of phonetic skills, which will give them a secure basis on which to become fluent, confident and engaged readers.

We strive to provide stimulating, engaging and fun phonics experiences, which will enthuse our children.

## Phonics at Shinewater

We teach phonics through a highly structured programme of daily lessons across Nursery, Reception and Year 1. Phonics teaches children to read by linking sounds (phonemes) to the symbols that represent them (graphemes).

These are the sounds (phonemes) in the English language:

s	t	p	n	m	a	e	i	o
g	d	ck	r	h	u	ai	ee	igh
b	f	l	j	v	oa	oo	oo	ar
w	x	y	z	qu	or	ur	ow	oi
ch	sh	th	th	ng	ear	air	ure	er

□	bead	read	seal	lead	leaf
□	meat	beak	speak	leak	peak
□	speak	peak	seal	bead	read
□	beak	meat	leak	lead	leaf
□	lead	meat	beak	leak	leaf
□	read	bead	speak	peak	seal

Phase 5 Roll and Read - ea

We follow the Letters and Sound programme, which provides a synthetic approach to the teaching of phonics. Each daily session gives an opportunity for children to revisit their previous experience, learn new skills, practise together and apply what they have learned.

## Phases of the Phonics Programme



Children in Nursery begin with Phase 1, which provides a range of activities through play, to develop listening skills. Hearing, and joining in with, nursery rhymes is a great start to phonemic awareness.

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. Most children begin Phase 5 as they enter year 1, broadening their knowledge of graphemes and phonemes for use in reading and spelling. They will learn new graphemes and alternative pronunciations for graphemes.

Children entering Year 2 follow the 'No-Nonsense' spelling programme starting with Phase 6. This 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. The 'No-Nonsense' spelling programme builds upon the phonics learning from Reception through to the end of KS2. The spelling of common exception words are taught continuously throughout the Phases.

### **Tracking and Interventions**

All children are assessed individually throughout Reception and KS1. As children begin Year1 they are assessed using a previous year's national phonic screening check; this information enables us to rapidly put in place high-quality, targeted group and 1-1 interventions which provide the opportunity for pupils to make accelerated progress.

At the end of Year 1 all children are required to take part in the Phonic Screening Check.

Children who do not pass the Phonic Screening Check in Year 1 continue to receive targeted interventions throughout Year 2 until they re-take the Phonic Screening Check.

A few children (particularly those who are at risk of dyslexia) have weak phonemic understanding and take longer to learn and use sounds. Children are not formally screened after Year 2 but, in line with our statutory obligation, we closely monitor all children and put in place additional teaching either individually and/or in small groups to support the acquisition of phonics for all children. We use the 'Toe by Toe' multisensory programme and the self-checking system, 'STILE'. Children receive systematic instruction in phonics delivered by trained teaching assistants. We keep detailed records which track each child's progression.

## Parental Engagement

At Shinewater we believe that parents are important and valued partners in their child's learning journey. There are opportunities throughout the year for parents to join us in School to experience phonics first-hand. We are keen to help parents understand the way we teach phonics so we hold workshops to help parents support their children. The on-line game, Teach Your Monster to Read, is a fun way for parents to engage children at home.



## Enrichment Activities



We regularly communicated information about the children's current learning to parents (both formally and informally), throughout the year.

A highlight of the year is a 'Phonics Show' for the parents; this is an opportunity for the children to show off their phonic knowledge and helps the parents understand how quickly their children are acquiring new sounds and blending skills!

We run a 'Phonics Club' in the weeks leading up to the Phonic Screening. During these sessions, children will be able to play games (including using the laptops), have fun and practise their phonics skills with their friends. The club gives children time to work with staff in a less formal way than during the school day.