



Phonics at Austrey and Newton Regis CE Primary Schools

Becoming the person God made me to be: living,
learning, loving.

*"I praise you because I am fearfully and wonderfully
made" Psalm 139:14*

TRUST



JUSTICE



FORGIVENESS



HOPE



DIGNITY



COMMUNITY



Spring 2023

Links: How we teach English and How we teach reading

For the National Curriculum Document, please [click here](#):

For The reading framework - Teaching the foundations of literacy [click here](#)

For a parents guide, click on the link https://youtube/TTe5_EmOBHQ

For additional support visit the following website:

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

Newton Regis and Austrey primary schools aim to provide secure, stimulating and enriching environments, where there is equal access to high quality phonic teaching, phonic knowledge and understanding and there is a consistency of approach within and across both schools.

Objectives:

The main objectives for teaching and learning through phonics is to enable all children to be able to read fluently which is crucial in the development of a lifelong love of reading.

In order for this to happen it is essential that we ensure:

- ❖ Equal access to the teaching and learning of phonics from the Foundation Stage through to Year 2 for all children including those children who are new to English or those who have SEND.
- ❖ Effective tracking, monitoring and assessment at all stages of the learning journey in phonics.
- ❖ All staff are experts
- ❖ Environments are created across the school where children are encouraged to use and apply their phonic skills.
- ❖ The school reading scheme is well resourced and maintained to ensure all children have access to a book matched to their current phonic knowledge/teaching.

What is Phonics?

Phonics is a way of teaching children how to read and write. It helps children hear, identify and use different sounds that distinguish one word from another in the English language. Phonics involves matching the sounds of spoken English with individual letters or groups of letters. For example, the sound k can be spelled as c, k, ck or ch. Teaching children to blend the sounds of letters together helps them decode unfamiliar or unknown words by sounding them out. For example, when a child is taught the sounds for the letters t, p, a and s, they can start to build up the words: "tap", "taps", "pat", "pats" and "sat"

National Literacy Trust

The sounds are not taught in alphabetical order, but in order of usefulness, so that children can start to read and spell simple words as swiftly as possible. There are also phonically irregular words, which we refer to as 'common exception words' such as 'the', 'some' or 'once' that are taught throughout the different phases.

The way the 26 letters of the alphabet are used in English (singly or in combination) to represent the 44 sounds is referred to as the alphabetic code. In the alphabetic code in English:

- a single phoneme can be represented (spelt) in different ways, using one, two, three or four letters. For example, the sound /aw/ can be represented as 'or', 'saw', 'haul', 'lore', 'fraught' and 'sought'
- one grapheme (that is, a letter or combination of letters) can represent different sounds. For example, the digraph (two letters) 'ow' sounds different in 'crowd' and in 'low'; the four letters combined in 'ough' are pronounced differently in 'through', 'rough' and 'bough'; the letter 'c' represents a /s/ sound at the beginning of 'circus' and a /k/ sound in the middle, and so on.

All readers should be taught four skills:

- grapheme - phoneme correspondences (that is, the alphabetic code) in a clearly defined, incremental sequence
- to synthesise (blend) phonemes (sounds) in order all through a word to read it
- to segment words into their constituent phonemes for spelling
- that blending and segmenting are reversible processes.

The skills of blending and segmenting

Blending and segmenting are, 'reversible processes': that is, if you can blend the sounds together to read a word, you should also be able to identify and break down (segment) the individual sounds in a word you hear to spell it. To spell the word, you need to represent each sound you hear by a letter - or more than one letter.

The skill of blending sounds together needs to be taught directly. Children may be able to say the sound a letter 'makes' when shown the letter (for instance, on a flashcard), but this does not necessarily mean that they can blend individual sounds together to make a whole word.

Intent

Newton Regis and Austrey Primary Schools are committed to ensuring all children receive excellent phonics teaching. We aim for all children to be able to read with fluency and develop a lifelong love of reading. We believe that all our children can become fluent readers and writers. This is why we teach reading through *Little Wandle Letters and Sounds Revised*, which is a systematic and synthetic phonics programme. We start teaching phonics in Nursery/Reception and follow the [Little Wandle Letters and Sounds Revised progression](#), which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

There has been lots of research on the importance of developing children's speaking and listening skills from the earliest stages, ensuring that beginner readers are ready to get off to a good start in regards to phonics by the age of five. This will be facilitated at our schools by the provision of a broad and rich language curriculum and ample opportunities for speaking and listening throughout the day. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

The use of phonics is one of the many skills needed to be able to be a reader and writer. We aim to teach high quality phonics to ensure the children have the best start possible in reading and writing and are equipped to achieve. In order to read and understand texts children must learn to recognise/decode the words on the page. Good quality phonics teaching allows the child to be secure in the skills of word recognition and decoding which allows children to read fluently. This will result in children being able to read for pleasure and will allow them to move onto developing higher order reading for meaning skills. These phonic skills need to be taught systematically.

Our children are entitled to a Phonics curriculum which enables them to:

- Gain a progressively deeper understanding of the phonetic structure of the English language.
- Apply their phonic knowledge and skills to decode unfamiliar words fluently and accurately.
- Read rapidly to apply what they have learned across the whole curriculum.
- Be fluent readers, confident speakers and willing writers.
- Develop a life-long love of reading.

Implementation

- Children, in Reception and KS1, will have a daily phonics session.
- Phonics will also be woven through the curriculum with sounds, words and spelling patterns highlighted.
- Children will have a book from the school reading scheme that will be matched to their current phonic knowledge/teaching to practise their learning at home.
- Parents will be encouraged to read with their child at home and support them to say the sounds correctly, providing a positive link from school and home.
- All classrooms will have teaching resources e.g. flashcards, posters, sound/word cards, phonics working walls, and interactive whiteboards to provide a stimulating and purposeful phonics environment.
- Each lesson will provide the opportunity to revisit previous sounds, learn a new sound and apply their learning.
- Each lesson proceeds at pace and incorporates a wide range of practical and interactive learning opportunities to engage the children.

Newton Regis and Austrey primary schools teach reading through Little Wandle Letters and Sounds Revised, which is a systematic and synthetic phonics programme. This ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school. We follow the Little Wandle Letters and Sounds Revised expectations of progress therefore:

- Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.
- Children in Year 1 review Phase 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

We also ensure KS1 children receive reading practice sessions three times a week in small groups.

These sessions:

- Are taught by a fully trained adult, in small groups.

- Use books matched to the children's secure phonic knowledge, using the Little Wandle Letters and Sounds Revised assessments and book matching grids on pages 11-20 of 'Application of phonics to reading'.
- Are monitored by the class teacher, who discusses progress with each group leader on a regular basis.
- Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory.

The reading practice sessions have been designed to focus on three key reading skills:

- decoding
- prosody: teaching children to read with understanding and expression
- comprehension: teaching children to understand the text.

Home reading

- The decodable reading practice book is taken home to ensure success is shared with the family.
 - Reading for pleasure books also go home for parents to share and read to children.
 - We use the Little Wandle Letters and Sounds Revised parents' resources to engage our families and share information about phonics, the benefits of sharing books, how children learn to blend and other aspects of our provision, both online and through workshops.

Intervention

Children who still need extra support to develop their phonic knowledge across the EYFS, Key Stage 1 and 2 are identified and targeted for intervention. There are a range of intervention strategies which the school uses and the most appropriate one is selected once a child's needs have been assessed. All sessions match the structure of class teaching, and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning.

What a phonics session includes:

In every discrete phonics lesson:

- There will be a focus phoneme for the whole class to be working on.
- Planning of this phoneme will show a journey across the week (Little Wandle planning is followed).
- The learning objective will specify if the phoneme is a 'reading' focus (blending) or a writing focus 'segmenting'. This will be covered throughout the week so the children can investigate and explore both aspects in and out of context.
- New phonemes will be taught using the correct articulation and terminology and all children will use this terminology in their learning, e.g, phonemes, digraphs, trigraphs, split-digraph.
- At the start of every lesson phoneme flashcards are used as a quick warm up to refresh and rehearse previous sounds for each phase. This will be differentiated for each year group. Phoneme flashcards can also be used throughout mini-plenaries and independent learning when children are practising phonemes.

Lessons follow the structure outlined below:

- **Revisit & review:** Revise previously taught sounds and graphemes using flashcards, frieze and posters
- **Teach:** Introduce new sound and grapheme using flashcards, frieze and the other resources.
- **Practise:** Pupils practise new and revised sounds and graphemes using their books/activity sheets
- **Apply:** Pupils extend their skills with words and sentences.
- **Consolidate:** Pupils use the resources, activities and book talk to consolidate their knowledge and skills.
- **Practise reading:** Pupils read phonics fiction and non-fiction books as independently as possible

- Feedback will be given throughout the lesson to individuals to move learning forwards and drive progress.
- Children will be given extensions to learning opportunities to apply phonemes in context.
- Other adults will impact learning throughout the whole phonics lesson by using questions and reinforcement of key strategies taught with individuals.
- Other adults will model and demonstrate new learning with groups/individual children.
- Outcomes to learning will be demonstrated in a variety of ways depending on the strategy/learning opportunity. E.g, multi-sensory resources will support learning in a practical way but there will also be opportunities to rehearse and explore writing of key phonemes and words.
- The teacher/TA will use higher order questions when asking the children to explain strategies used and ways to read and spell a new word.

Outcome (IMPACT)

The attainment and progress of children in phonics is assessed regularly. This can occur; daily within class to identify children needing Keep-up support, weekly in the Review lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings and at the end of each phase and through Reading and Writing assessments. The Little Wandle Letters and Sounds Revised placement assessment is used with any child new to the school to quickly identify any gaps in their phonic knowledge and plan appropriate extra teaching.

At the end of Year 1, children participate in the phonics screening check which assesses their knowledge of grapheme-phoneme correspondence and their skills in blending. This information is submitted to the LA. Those children who do not succeed in the phonics screening check are highlighted for further intervention and targeted support before completing the screening check again at the end of Year 2.

For children in Year 2 or 3 who are not fully fluent at reading or have not passed the Phonics screening check, we use the Little Wandle Letters and Sounds Revised assessments to identify the gaps in their phonic knowledge and teach to these using the Keep-up resources - at pace. We also use Collins big cat books that match their ability and also their interest level to ensure engagement and enjoyment. The main aim, as above, is for all children to be able to read fluently therefore we are striving for all children to pass the phonics test and to continue on their reading journey to become life long readers.