

## CHILTERN PRIMARY SCHOOL



### PHONICS AND READING 2019 - 2021

The National Curriculum for Reading is split into two parts: Word Reading and Comprehension. The teaching of phonics is central to developing early reading skills that are further embedded in subsequent years by extending comprehension. In Foundation Stage and Key Stage 1, children take part in daily 20 minute Phonics lessons, from the programme 'Letters and Sounds'. It contains six overlapping phases shown below.

Phase	Phonic Knowledge and Skills
<b>Phase One (Reception)</b> whilst part time	Activities are divided into seven aspects, including environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and finally oral blending and segmenting.
<b>Phase Two (Reception)</b> up to 6 weeks	Learning 19 letters of the alphabet and one sound for each. Blending sounds together to make words. Segmenting words into their separate sounds. Beginning to read simple captions.
<b>Phase Three (Reception)</b> up to 12 weeks	The remaining 7 letters of the alphabet, one sound for each. Graphemes such as ch, oo, th representing the remaining phonemes not covered by single letters. Reading captions, sentences and questions. On completion of this phase, children will have learnt the "simple code", i.e. one grapheme for each phoneme in the English language.
<b>Phase Four (Reception)</b> 4 to 6 weeks	No new grapheme-phoneme correspondences are taught in this phase. Children learn to blend and segment longer words with adjacent consonants, e.g. swim, clap, jump.
<b>Phase Five (For some at the end of EYFS and throughout Year 1)</b>	Now we move on to the "complex code". Children learn more graphemes for the phonemes which they already know, plus different ways of pronouncing the graphemes they already know.

<b>Phase Six</b> <b>(For some in Y1 and</b> <b>throughout Year 2 +)</b>	<b>Working on spelling, including prefixes and suffixes,</b> <b>doubling and dropping letters etc.</b>
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Letters and Sounds aims for children to become fluent readers by the age of seven. As part of this programme children will be regularly exposed to both real and nonsense words to help in the application of their phonics skills. Any children who have not finished the appropriate phase by the end of Key Stage One will continue with phonics work into Key Stage Two through various interventions.

### **Phonics Teaching**

We have adopted the suggested daily teaching sequence set out in 'Letters and Sounds'; Introduction, Revisit and Review, Teach, Practise, Apply and Assess. Teaching is multi sensory, encompassing simultaneous visual, auditory and kinaesthetic activities to enliven core learning. Phonics is taught in short, briskly paced sessions and then applied to reading and writing in a meaningful context. All activities are well matched to the children's abilities and interests, and all classroom environments have an age appropriate display concentrating on both sounds and key words. At Chiltern Primary School we provide ample opportunities to reinforce and apply acquired phonic knowledge and skills across the curriculum and in such activities as shared and guided reading and writing. Class teachers will be responsible for the planning, differentiation and assessment of all children in their class. Pupils have word lists to learn at home and our Oxford Tree Phonic reading scheme runs alongside the specific phonics teaching. KS2 children have common exception word lists.

### **Phonics Assessment**

Progress is monitored regularly by class teachers, the Key Stage and subject leads. Children are tracked using the Letters and Sounds Progress Tracking sheet. Teachers use daily phonics sessions to monitor children's progress and assess children through their writing and reading. All staff have termly moderation meetings to ensure all children are set appropriately and all assessments are accurate.

#### Expectations

Foundation Stage - 70% of children to be secure in phase 3 by the end of the year

Year One - 70% of the children to be secure in phase 5 by the end of the year.

Year Two - 70% of the children to be secure in phase 6 by the end of the year.

Key Stage Two - interventions for children who have gaps in their phonological awareness and teachers to use phonics to reinforce spelling patterns at every opportunity.

In addition Year 1 children will take the phonics screening check. This assessment will confirm whether individual pupils have learnt phonic decoding to an appropriate standard. The results of this test are reported on a pass/fail basis. If a child does not reach the appropriate standard then additional support will be put in place and they will retake it in Year 2.

Currently (September 2019) our Year 1 pupils exceed National Expectations by 4.89% - achieving 88.89%. Our Year 2 pupils are in line with National Expectations achieving 92.7%