



At Felton C of E Primary School we aim to develop the full potential of all our pupils as confident, literate readers and writers.

If children are to develop as competent readers and writers, it is vitally important that they have a secure understanding of the letter sounds and spelling system of the English language.

### **What is Phonics?**

Teaching Phonics allows children to read quickly and skillfully by enabling them to:

- recognise the sounds that each individual letter makes
- identify the sounds that different combinations of letters make - such as 'sh' or 'oo'
- blend these sounds together from left to right to make a word

Children can then use this knowledge to read new words they hear or see. This is the first step in learning to read.

### **How do we teach Phonics at Felton C of E Primary?**

Phonic skills are developed in a systematic way, based on a staged approach. We use a range of strategies and programmes including Letters and Sounds, Jolly Phonics, Read, Write Inc in Early years and KS1 and then the Read Write inc. spelling scheme is used in years 2 - 6.

### **The principles of the Letters and Sounds Programme**

This programme begins in nursery and reception and continues to be used throughout KS1 and into KS2 if appropriate. The programme focuses on securing word recognition skills, essential for children to decode (read) and encode (spell) words accurately.

The programme is carefully structured into developmental phases. The sessions are delivered to ensure participation and engagement resulting in high-quality phonic work on a daily basis to help practitioners and teachers ensure that by the end of Key Stage 1 children develop fluent word reading skills and good foundations in spelling.

### **Progression and Delivery**

The pace at which it is suggested the children progress through the programme is taken as a guide rather than applied rigidly. Using reliable assessments of children's developing knowledge and skills, we will judge the rate at which their children are able to progress through the programme and adapt the pace accordingly.

## **Spelling**

We have collated all of the National Curriculum word lists into 57 bookmarks, each consisting of 10 spellings.

By the end of Y1: Lists 1-12 (first 100 High Frequency Words and Y1 Common Exception Words)

By the end of Y2: Lists 13-36 (Next 200 HFWs and Y2 CEW)

By the end of Y4: Lists 37-47 (Y3/4 list taken from N.C document)

By the end of Y6: Lists 48-57 (Y5/6 list taken from N.C document)

In addition, we supplement these lists with words from the same word family and explore the rules of adding prefixes and suffixes using RWI from Y2 onwards.

## **Tracking and Assessment**

All pupils are assessed at appropriate intervals (half termly) as they progress. During daily sessions of phonics there are also opportunities for practitioners to regularly assess children's understanding. Outside the discrete daily phonics sessions there are opportunities to observe the application of phonic skills, e.g. during guided/ shared reading and writing sessions.

Regular monitoring of the assessment outcomes allows us to ensure that all children are making at least expected progress, including children in the most vulnerable groups. This information is also used to identify children who are not making expected progress and therefore early intervention can be put in place.

## **Year 1 Phonics Screening Check**

The Phonics Screening Check is a quick and easy check of each child's phonics' knowledge. It helps our school to confirm whether a child has made the 'expected' progress. It is a list of 40 words (some real words and some non-words) that children read one-to-one with a teacher. Children may have read some of the words before, whilst others will be completely new. Non-words are important to use because they are new to all children and therefore cannot be read by memory. The check normally takes just a few minutes to complete and there is no time limit. If a child is struggling, the teacher will stop the check.

Children who have not met the standard in year 1 will retake the Phonics Check in year 2

## **Intervention**

Our aim at Felton C of E Primary School is that every child's needs are catered for and every child is given the chance to succeed and become competent readers and writers. If children are not attaining as expected, due to other difficulties, then it is our duty to put extra intervention in place, to help close the gap and ensure progress is being made.

Through careful monitoring and tracking practitioners are able to identify children who are not making the expected progress and therefore need intervention to catch up. Depending on the needs of individuals, this may include additional individual or small group tutoring before the lesson or after the main lesson; one to one work with a trained practitioner or extra support for a child or small group of children within a lesson. It is important that children who are struggling to learn to read not only need to catch up with their peers, but also to continue to make progress.

### **Homework**

In Explorers, children are given sounds and high frequency words in their reading folder to consolidate their learning at home. They will also have a staged reading book to practise and share with parents.

In Adventurers and Pioneers, children are encouraged to read at home and to choose the trickiest words from their spelling lists and incorporate them into their spelling practice. Other spelling challenges include writing mnemonics to help remember words as well as further practice in the application of spelling rules.