



Priestley Primary School

Phonics at Priestley

Autumn 2020



Curriculum Intent Statement

Our aim is to provide our children with an engaging, exciting and empowering curriculum that equips them for today and tomorrow. At Priestley Primary School, the curriculum is designed to: recognise children's prior learning, provide first-hand learning experiences, allow the children to develop interpersonal skills, build resilience and become aspirational, creative, critical thinkers. Every child is recognised as a unique individual. We celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values with a vision to prepare them for life beyond primary school. We constantly provide enrichment opportunities to engage learning. We believe that childhood should be a happy, investigative and enquiring time in our lives, where there are no limits to curiosity and there is a thirst for new experiences and knowledge. We use our Priestley Values in order to learn like Spikey (Respect for All, Give it a Go, Cooperate, Take Responsibility, Share Great Ideas, Stay Focused, Think Things Through) to promote positive attitudes to learning which reflect the values and skills needed to promote responsibility for learning and future success. Children leave Priestley with a sense of belonging to a community where they have the skills to make decisions, self-evaluate, make connections and become lifelong learners with the confidence to explore life in modern Britain.

Mission Statement

Placing learning at the heart of all we do by working in partnership with children, parents, staff, governors and the wider community to provide a safe, happy, stimulating and purposeful learning environment. High expectations are set so that all children are challenged to achieve both socially and academically.

Vision

At Priestley Primary School we strive to provide a rich and varied learning community where all children reach their potential.

Teaching & Learning

At Priestley Primary Schools we believe that the teaching of phonics is vital in order for children to become competent readers and writers. High quality phonic teaching secures the crucial skills of word recognition that once mastered enable children to read fluently and automatically. Once children are fluent readers they are able to comprehend the meaning of the text.

The 'simple view of reading' shows that both dimensions are necessary to achieve fluent reading. However, the balance between word recognition and language comprehension shifts as children acquire secure and automatic decoding skills and progress from 'learning to read' to 'reading to learn' for purpose and pleasure. The ultimate goal of learning to read is comprehension. As children develop knowledge of graphemes and their phoneme correspondences they are able to segment words and apply their phonic knowledge to encode to spell with increasing confidence and accuracy.

What is phonics?

Phonics is recommended as the first strategy children should be taught to help them learn to read. Children acquire a knowledge of the alphabetic sounds and how these, combine to make words. Phonics runs alongside other teaching methods such as Guided Reading and Shared Reading to help children develop the other vital reading skills and give them a real love of reading.

"Phonics is a way of teaching children to read quickly and skilfully. They are taught how to recognise the sounds that each individual letter makes and identify the sounds that different combinations of letters make. Children can then use this knowledge to 'de-code' new words that they hear or see. This is the first important step in learning to read."

DFE 'Information for Parents' 20131

Aims

- ✓ To establish consistent practice, progression and continuity in the teaching and learning of phonics and spelling

- ✓ To enable children to start learning phonics skills and knowledge, with the expectation that they will become fluent readers, having secured word building and recognition skills.
- ✓ To give children strategies that will enable them to become fluent readers and confident writers, including blending phonemes in order to read words and segmenting words in order to spell them.
- ✓ To ensure that children are taught high frequency words that do not conform to regular phonic patterns.
- ✓ To ensure that children have opportunities to read words and texts that are within their phonic capabilities as early as possible, even though all words may not be entirely decodable by the children unaided.
- ✓ To encourage the children to attempt to spell words for themselves, within the range of their phonic knowledge, by building an individual repertoire and the confidence and strategies to attempt the unfamiliar.

These aims will be delivered by:

- ✓ Delivering quality daily phonics sessions that last around 20 minutes.
- ✓ Ensuring lessons are interactive and brisk paced so that children remain engaged and focused.
- ✓ Differentiating phonics sessions and work according to the needs of the children, so that all children are given sufficient challenge at an appropriate level.
- ✓ Providing opportunities for children to apply and reinforce their phonics knowledge across the curriculum.

The teaching of Phonics at Priestley will follow the sequence set out in Letters and Sounds via Phonic Bug Club.

Teaching & Learning

Our Phonics Planning:

- ✓ It is time-limited, such that the vast majority of children should be confident readers by the end of Key Stage 1. Most children learn phonic skills best in the first few years of school. We follow the DfE Letters and Sounds programme and use the ' **Phonics Bug**' programme as our primary teaching tool. Phonics Bug is supported by other programmes such as Jolly Phonics and Phonics Play which use actions, sounds, songs, pictures and games.
- ✓ It follows a planned programme, building on previous learning to secure progress
- ✓ It is taught daily – mostly in the morning when children are fresh.
- ✓ It reinforces and applies acquired phonic knowledge and skills as they progress through their phonics.
- ✓ It ensures children progress in developing and applying their phonic knowledge by assessing this.
- ✓ It is differentiated to provide for the needs of all children and is sometimes delivered by highly effective TAs in small groups.

EYFS and Key Stage One

All phonics in EYFS is taught following the Letters and Sounds document alongside a range of resources including the Phonic Bug Club, Phonics play Programme and Spelling Bee. We have adopted the suggested daily teaching sequence set out in 'Letters and Sounds'; Introduction, Revisit and Review, Teach, Practise, Apply and Assess learning against criteria.

On entry to EYFS, children are assessed as to their phonic knowledge. High quality phonics sessions will be taught daily from the very beginning of the academic year, ensuring a wide variety of learning styles are used including; visual, auditory and kinaesthetic.

During EYFS children work towards achieving the objectives of the Early Learning Goals. The classroom is organised to enhance social skills and develop literacy, language and communication skills. By the end of reception children are expected to be at least secure in phase 3.

Beginner readers are taught:

- ✓ Grapheme – phoneme correspondences in clear stages (linking spellings and sounds).
- ✓ The important skill of blending (synthesising) phonemes.
- ✓ Segmenting words into their constituent phonemes to aid reading and spelling.

Teaching Sequence	Lesson Structure
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Introduce	The teacher will explain to the children what they will be learning today and get them enthusiastic and motivated for the session. Learning intentions and outcomes for the day are discussed at the start of the lesson.
Revisit and Review	Every Phoneme Session begins with Revision to review previous learning. In Reception the Revision is not just of the previous day's target grapheme–phoneme correspondence, but also of blending for reading and segmenting for spelling of the relevant words. In Key Stage 1 the Revision is sometimes a review of previous learning which links with the planned teaching for that day. The children will play a quick fire game to practise something they have learned before and help build their confidence.
Teach	Every Phoneme and Language Session is composed of Teaching Elements (e.g. Sounds, Reading, Spelling etc) which are easily navigated to structure the new phonic teaching. The teaching of grapheme–phoneme correspondences and high-frequency (common) words is covered. The children will be taught a new phoneme/grapheme or a new skill - this will be taught in a fun multisensory way and could involve: songs, actions, pictures, puppets, writing giant letters in the air.
Practise	Practise opportunities are available in the following areas: <ul style="list-style-type: none"> ✓ 'Follow-up' parts of the lessons ✓ Unit-linked pupil games ✓ Unit-linked photocopy masters ✓ 'Free-teaching' within the software's Magnetic Board. The children play fast, fun games to practise the new thing they have just learnt.
Assess Learning	The children will have a quick go at reading or writing sentences that involve the new thing they have just learned. Assessment guidance and materials provided within this guide and in the software enable ongoing formative assessment during the daily lessons and summative assessment at regular periods through the programme. The Bug Club Phonics Prepare and Assess Handbook and online resources can be used to prepare children for the Phonics Screening Check in Year 1.

Phonics is taught in short, brisk 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. Outside of the phonics session children are given ample opportunities to reinforce and apply acquired phonic knowledge and skills across the curriculum and in such activities as shared, guided and whole class reading and writing.

Key Stage Two

- ✓ Any children who are not secure with their phonic knowledge when they reach Key Stage Two will need to recap phonics they may receive phonic intervention sessions so that they are able to catch up with their peers.
- ✓ Key Stage 2 children follow the Spelling Bee Spelling Programme alongside spelling schemes such as the Twinkl scheme. Spelling rules are taught in class, the children complete a range of activities which allow them to explore, investigate and practise the spelling rule.

Assessment

- ✓ All phonics assessments are carried out by the class teacher.
- ✓ At the end of each phase in Letters and Sounds pupils will be assessed on their progress.
- ✓ As a result of assessments, children are able to progress at their own pace and according to their own needs.
- ✓ Phonics assessments should be passed on during transition to a new class in order to ensure continuity of progress.
- ✓ In Year 1 children will take the phonics screening check. This assessment will confirm whether individual pupils have learnt phonic decoding to an appropriate standard. If a child does not reach the appropriate standard, then additional support will be put in place in order for the child to make accelerated progress with their reading and writing.

Progression of Phonics

Age Related Expectations

Although the six-phase structure provides a useful map from which to plan children's progress, the boundaries between the phases should not be regarded as fixed. Guided by reliable assessments of children's developing knowledge and skills, practitioners and teachers will need to judge the rate at which their children are able to progress through the phases and adapt the pace accordingly. As with much else in the early years, some children will be capable of, and benefit from, learning at a faster pace than their peers whereas others may need more time and support to secure their learning.

EYFS

Phonics Bug is the primary programme/tool used to teach the Letters and Sounds Programme of phonics in Reception. In addition, children are encouraged to continue to use the Jolly phonics songs and actions acquired during the majority of pre-school experiences. The actions are used to increase the children's confidence and prompt them whilst writing. Children begin to use interactive IT resources to practise phonics skills (e.g. Phonics Bug, Jolly Phonics and Phonics Play).

Term 1 & 2 - Letters and Sounds Phase 2 (7 weeks + 1 week recap)

By Christmas most children will be secure in these sounds and be having a good go at blending (synthesising) simple CVC words. A vast amount of blending will take place using the sounds correctly and segmenting orally and in spelling VC and CVC words.

Terms 3 & 4 - Letters and Sounds Phase 3 (10 weeks + 2 weeks recap)

By Easter, most children are secure to the end of Phase 3, knowing the basic digraphs and long vowel sounds. They are reading the majority of the Phase 2 and Phase 3 High Frequency words (45 words) and they are able to read and write simple sentences.

Terms 5 & 6 - Letters and Sounds Phase 4 (10 weeks + 2 weeks recap)

Period of consolidation of the 42 graphemes through blending and segmenting CCVC and CVCC words with consonant clusters.

By the end of Reception most children should be secure in Phase 4.

KS1

In Year 1 and Year 2, children will continue to use 'Phonics Bug' as the primary teaching tool for the DfE Letters and Sounds Programme. This will be supported by the 'Jolly Phonics' actions when needed. Additional phonics programme such as Phonics Play, Rapid Phonics will be used to support class teaching, phonics booster/ intervention groups. The booster and intervention groups will be additional to the daily phonics teaching sessions.

YEAR 1

Term 1 - Letters and Sounds Phase 4

Review of Phase 3 graphemes and consolidation of the 42 graphemes through blending and segmenting CCVC and CVCC words with consonant clusters as Phase 4 of L&S.

N.B. Year 1 children who are not working at Phase 4 in Term 1 will be identified and additional provision plans will be developed to better meet their needs in Term 2.

Term 2 onwards - Phase 5 (30 weeks)

The purpose of this phase is for children to broaden 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. Some of the alternatives will already have been encountered in the high-frequency words that have been taught. Children become quicker at recognising graphemes of more than one letter in words and at blending the phonemes they represent. When spelling words they will learn to choose the appropriate graphemes to represent phonemes and begin to build word-specific knowledge of the spellings of words.

N.B. At the end of each term, assessments are made and children that are not working at the expected level begin Rapid Phonics intervention programme at the beginning of the next term.

Term 3

During Term 3 the Phonics Subject Leader will meet with Year 1 teachers to review the progress of Year 1 children. This will inform the next steps in terms of phonics teaching and groupings and provide an early indication of likely outcomes. The Phonics Subject Leader will assess a sample of Year 1 children with a shortened "mock" Phonics

check to validate Year 1 teachers' predictions. An analysis of this assessment may result in the need for additional phonics sessions and further precision teaching to take place.

Term 5

During Term 5 the KS1 teachers and the Phonics Subject leader will carry out both Year 1 and Year 2 phonics assessment to ensure that the school is on course to meet its Phonics targets. Particular attention will be paid to vulnerable learners.

Term 6

In June children in Year 1 will undertake the National Phonics Screening Check. The Phonics Check will be administered by Class teachers and moderated through supervision by the Phonics Subject Leader. Full training will be provided for Class teachers who have not administered the Phonics Check previously. The Phonics Subject Leader will analyse the results of the Y1 Check and report to SLT and Governors on the Phonics Outcomes in Term 6.

YEAR 2

The National Expectations are that children will begin Year 2 secure in Phase 5 of L&S. By the beginning of Phase Six, children should know most of the common grapheme-phoneme correspondences (GPCs). They should be able to read hundreds of words, doing this in three ways:

- ✓ reading the words automatically if they are very familiar;
- ✓ decoding them quickly and silently because their sounding and blending routine is now well established;
- ✓ decoding them aloud.

Children's spelling should be phonetically accurate, although it may still be a little unconventional at times. During this phase, children become fluent readers and increasingly accurate spellers.

In Year 2 children will look at spelling patterns for the past tense. They will investigate and learn how to add suffixes, develop strategies for spelling long words and find and learn to tackle the difficult bits in words.

In Year 2, children working below age-related expectations will be supported in small groups to work on Rapid Phonics, in addition to class Phonics teaching. Some Year 2 children may take part in Phonics lessons in Year 1 in addition to their sessions in Year 2.

Re-screening will take place in June and all children without SEND or EAL are expected to pass the Check at the second attempt

Progression of Phonics through Priestley linked to Phonic Bug Club.

EYFS Units 1-12				
Phase	Unit	Approximate Stage	Focus	Not fully decodable words
1	0	FS1	Supports the importance of speaking and listening and develops children's discrimination of sounds, including letter sounds. 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.	
2	1	EYFS	s a t p	
	2	Autumn Term 1	i n m d	
	3		1	g o c k
	4	EYFS	ck e u r	the, no, go
	5	Autumn Term 2	h b f, ff l, ll ss Orally blend and segment CVC words using the phase 2 phonemes	l, into
3	6	EYFS Spring Term 1	j v w x	me, be
	7		y z, zz qu	he, my, by
	8		ch sh th ng	they, she

	9	EYFS Spring Term 2	ai ee igh oa oo (long) oo (short)	we, are
	10		ar or ur ow oi	you, her
	11		ear air ure er Know the alphabet and then move on to sounds represented by more than one letter. Learn letter names and how to read and spell tricky words.	all, was
4	12	EYFS Summer Term 1 & 2	Adjacent Consonants (cvcc, ccvc, ccvcc, cccvc, cccvcc) Learn to read and spell words containing adjacent consonants - Revise and recall all Phase 2 and 3 phonemes - Read and write CCVC and CVCC words	said, have, like, so, do, some, come, were, there, little, one, when, out, what
KS1 Units 13-30				
Phase	Unit	Approximate Stage	Focus	Not fully decodable words
5	13	Year 1	zh wh ph	oh their
	14	Autumn Term 1	ay a-e igh/ey/ei (long a)	Mr Mrs
	15		ie i-e y i (long i)	looked called asked
	16		Year 1	ie i-e y i (long i)
	17	Autumn Term 2	ow o-e o/oe (long o)	who again
	18	Year 1	ew ue u-e (long u) u/oul (short oo)	thought through
	19	Spring Term 1	aw au al	work laughed because
	20		ir er ear	Thursday Saturday thirteen thirty
	21		Year 1	ou oy
	22	Spring Term 2	ere/eer are/ear	eyes friends
	23	Year 1	c k ck ch	two once
	24	Summer Term 1	ce/ci/cy sc/stl se	great clothes
	25		ge/gi/gy dge	it's I'm I'll I've
	26		Year 1	le mb kn/gn wr
27	Summer Term 2	tch sh ea (w)a o Alternative pronunciations Alternative spellings Use broad range of sounds for use in reading and spelling.	first second third	
6	28	Year 2	suffix morphemes ing ed	clearing gleaming rained mailed
	29		Plural morphemes s es	men mice feet teeth sheep
	30		prefix morphemes re un prefix +root+suffix	vowel consonant prefix suffix syllable
Spelling Objectives	Year 2 following Spelling Scheme		Focus on spelling objectives , including prefixes, suffixes, doubling letters, dropping letters etc.	

Equal Opportunities

We are committed to providing equitable opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have the right to teaching and learning experiences that enables them to achieve their full potential.

At Priestley schools, we welcome and celebrate diversity. We believe that having high self-esteem is crucial to pupils' wellbeing. Reasonable adjustments are made to the environment, curriculum and timetable to address all students' needs.

Safeguarding Statement

At Priestley Primary School, there is nothing more important to us than the physical and emotional health and well-being of our pupils and staff alike. As such we have created and work hard to maintain a climate in which staff, pupils, parents and governors feel able to articulate concerns comfortably; safe in the knowledge that effective action will be taken, as appropriate. At times we may need to share such concerns with outside agencies, such as the Wiltshire Multi Agency Safeguarding Hub (MASH) team.

Our Safeguarding and Child Protection Policies apply to all adults, including volunteers, working in or on behalf of our School. We expect everyone working in or for our School to share responsibility for keeping children safe from harm and abuse and report any concerns to one of our DSLs (Please see our 'Designated Safeguarding Leads' boards situated in the staff room.

At Priestley Primary School, children are taught about how to stay safe, including staying safe online. Our taught curriculum and programme of assemblies cover how to stay physically and emotionally healthy and includes e-safety and age-appropriate sex and relationship education (SRE).

Review

ALL SAFEGUARDING POLICIES SHOULD BE CONSIDERED IN RELATION TO EACH OTHER AT ALL TIMES

Safeguarding, Child Protection, Prevent, Internet Safety, Acceptable Usage, Anti-Bullying, Behaviour, Health & Safety, Off-Site Visits & Visitors, Whistle Blowing, Complaints Policies.

To be reviewed September 2021