

Phonics at Queensway School



At Queensway School, we teach phonics using a systematic approach. We use the Letters and Sounds programme alongside Jolly phonics resources to make our sessions multi-sensory, fun and active.

Letters and Sounds is a phonics resource published by the Department for Education and Skills in 2007. It aims to build children's speaking and listening skills in their own right as well as to prepare children for learning to read by developing their phonic knowledge and skills. It sets out a detailed and systematic programme for teaching phonic skills for children starting by the age of five, with the aim of them becoming fluent readers by age seven.

| Phase | Phonic knowledge and skills |
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| Phase one | 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. |
| Phase two | 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. |
| Phase three | 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. |
| Phase four | 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. |
| Phase 5 | 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. |
| Phase 6 | Working on spelling, including prefixes and suffixes, doubling and dropping letters etc. |

We believe that the high-quality teaching of phonics is important for the development of reading skills as well as writing, letter formation and spelling. We ensure that children are able to immediately apply their phonic knowledge in writing lessons as well as during 1:1 reading and guided reading sessions with carefully chosen texts to consolidate what they have learnt in phonics.

In the early stages of reading, the focus of teaching is the systematic development of phonic knowledge and the application of this in reading. Learning and application of phonics are inseparable and linked together through reading and writing. Children's knowledge of the alphabetic code (how letters or groups of letters represent the sounds of the language) supports their reading and writing. We plan sessions based on the long-term plan (letters and sounds), medium term plan (by phase) and weekly plans (for each phonics group).

EYFS

Literacy is one of the seven specific areas of learning which is made up of early learning goals in reading and writing. Early reading skills are explicitly taught with daily phonics sessions, where we follow the Letters and Sounds programme which is used alongside Jolly Phonics interactive resources.

Nursery

In Nursery Children are introduced to systematic, synthetic phonics through Phase 1 of the letters and sounds programme. This phase concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work which starts in Phase 2. The emphasis during Phase 1 is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills.

Reception

As children progress into reception classes, the emphasis of phonics teaching will support children's understanding that letters represent sounds in spoken words which will support their decoding of the printed word. 'Letters and sounds' is used as a basis for a daily phonics session. In year R children

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consolidate phase 1 and then begin phase 2. By the end of the Year R most children will be confident in phase 3 and will be beginning to consolidate phase 2 and phase 3 through learning phase 4. Children are grouped depending on their phonemic ability and work through the phases progressively at a differentiated rate. These groupings are based upon regular assessments that assess the children's phonemic understanding at their current phase.

Children who have met the Early Learning Goal for reading at the end of Reception year will be able to:

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

KS1

In year 1 Children continue to work through the phonic phases of 'Letters and Sounds' with a daily differentiated phonics lesson. As children progress into Year 2, phonics teaching continues to ensure children's fluent decoding of new words to support their reading.

For the children in Foundation Stage and KS1, as well as for those children in KS2 who are learning the alphabetic code through phonics lessons, teachers carefully select decodable books for the children to read during guided reading, 1:1 reading sessions in school and for reading at home. These texts are closely matched to their developing phonic knowledge so that they can apply their learning, read independently, and feel like successful readers.

KS2

Children who do not pass their phonics screening in KS1 are targeted via small group interventions. These sessions can be daily or weekly. Children are encouraged to use their phonemic awareness to help them read fluently.

We aim to engage parents as fully as possible in their children's developing use of phonics. We run an annual phonics workshop for the parents/carers of children in Foundation Stage. At parents' evenings, as well as during more informal meetings when necessary, we hold discussions with parents about how they can support their child's reading at home using their phonics skills and strategies. We discuss how this links to their writing and show parents resources we use in school.

There are links on the KS1 class pages of the school website to phonics websites which the children can access at home. We provide parents with book lists of appropriate texts for their child to read to complement the reading books they bring home from school.

The Phonics Leader at Queensway School is responsible for the standards, progress and implementation of phonics across Foundation Stage, KS1 and where appropriate within KS2. They are responsible for monitoring the quality of teaching and learning for phonics in line with school policy. The Phonics Leader will carry out lesson observations, monitoring of planning, scrutiny of assessment data, modelling of outstanding lesson delivery and staff training and CPD. The Leader is responsible for ensuring subject coverage and progression in phonics using the Letters and Sounds framework at an appropriate pace. The Leader will monitor the quality of teaching and learning, and secure improvement where needed by providing support to staff where required. They will monitor planning to ensure individual needs are being met in phonics and are responsible for ensuring that interventions and support are in place for pupils requiring extra support. The Phonics Leader is responsible for managing and carrying out the Year One National Phonics Screening Test and submitting data as required as well as reporting results to parents. They will collect and interpret data from phonics screening results and report to governors on strengths, areas of development and impact and effectiveness of provision. They will analyse and evaluate strengths and weaknesses in the subject and manage improvement where required. They will share and sign post teachers to high quality resources.