

Gayton Primary Academy Phonic Curriculum Statement

<u>Intent</u>	<u>Implementation</u>	<u>Impact</u>
At Gayton we insist on systematic teaching of Phonics throughout EYFS and KS1. We recognise that reading is a key life skill and we are dedicated to ensuring our children are avid, lifelong readers with a passion for reading. We acknowledge that children need to be taught the key skills required for reading such as segmenting and blending. We ensure children have a strong start to reading and Reception children begin learning phonics in the first 2 weeks of starting school. We ensure all our children use their phonic knowledge in their writing in Early Years moving on to focusing on spelling and grammar rules in year 2. We equip children with the strategies needed to begin writing for a purpose. We encourage children to use their sounds by 'segmenting' words and 'sounding them out'. Our children are independent learners as they know to 'have a go' and try their best using their phonic knowledge as a tool.	Phonics is taught systematically daily through the teaching of Little Wandle Letters and Sounds. The children are taught the essential skills needed for reading and writing. We systematically teach learners the relationship between letters, sounds and the written graphemes which represent them. All children are taught in the main phonic session with the exception of SEND children who receive a tailored approach. We provide daily keep up sessions for children not meeting the expectation of the programme progression. This is delivered by a fully trained member of staff. These children are also heard reading 1:1 with an adult in addition to the 3 reading sessions each week. Extra support is provided to those in Year 2 who have not passed phonics screening in Year 1. Our children take part in 3 mock phonic screening checks to quickly identify those that may not pass in the summer term. As well as being taught as a discrete subject, Phonics is applied across subjects embedding the process in a rich literacy environment. We ensure pupils are regularly practising and applying their phonics knowledge. In the EYFS the continuous and enhanced provision matches the pupil's current knowledge and understanding whilst ensuring the children are suitably challenged. Our Phonics working wall is well used by children during their free flow play. Pupils take part in 3 reading sessions a week with a highly skilled adult. These sessions have a focus of either decoding, prosody or comprehension. This book is then sent home to secure fluency. These sessions allow for a deep exploration of the book increasing children's vocabulary and fluency. Teachers assess the pupil's phonic reading knowledge using the Little Wandle assessments every 6 weeks. Heatmaps are generated. These regular assessments inform planning and allow teachers to identify any gaps in learning and keep up is	Through the teaching of systematic phonics, our aim is for children to become confident readers by the end of Key Stage One. This way, children can focus on developing their fluency and comprehension as they move through the school. Attainment in reading and writing is measured using the statutory assessments at the end of EYFS, Key Stage One and Key Stage Two. These results are measured against the reading attainment of children nationally. Attainment in phonic knowledge is measured by the Phonics Screening Test at the end of Year 1. We expect to be in line with National for this and strive for a 100% pass rate when re-taken in year 2.

	implemented.. We use a Phonic tracker to assess those children not on track with age related expectations. The children read books which match their secure phonic knowledge. They are encouraged to read regularly at home as well as being heard in School. The children are also encouraged to choose a 'recommended read' book to encourage reading for pleasure. We regularly read to our children and have high quality book areas in every classroom.	
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Transition to KS2

How do we transition from Little Wandle to KS2? - Once children have passed the fluency assessment and are confident and fluent readers we begin teaching spellings linked to the word lists of the National Curriculum. Intervention support for those not secure in phonics will be targeted and reviewed regularly (e.g. half termly) using catch up from the Little Wandle Programme. When children join us in KS2 we use the placement assessment to check a child's phonic knowledge is secure. Where there are gaps we use catch up to ensure they make rapid progress.

Parents' Guide to Phonics

What is phonics?

How can I help my child at home?

Core vocabulary

Phonics		
Phoneme -	The smallest unit of sound. There are 44 phonemes in English. Phonemes can be put together to make words.	t – t - not 'tuh' m – mmmmm – not 'muh'
Grapheme -	A way of writing down a phoneme. Think of ' <i>Graphics</i> '	Graphemes can be made up from 1 letter - p, 2 letters -sh or 3 letters - igh
Oral Blending -	This involves hearing phonemes and being able to merge them together to make a word. Children need to develop this skill before they will be able to blend written words.	You say c-a-t and your child says 'cat' We use robot arms to chop up the words then blend them. We also use phonic fingers flicking one finger up per sound then rubbing our hands together as we literally blend those sounds together

Oral Segmenting -	This is the act hearing a whole word and then splitting it up into the phonemes that make it. Children need to develop this skill before they will be able to segment words to spell them.	You say the word 'cat' and your child says 'c-a-t, cat'.
Digraph	Di (meaning 2) 2 letters that make one sound	sh, ch, nh, th, oa, oi
Trigraph	Tri (meaning 3) 3 letters that make one sound	igh, ure, ear
Tricky words	Can't be 'sounded out' or don't use any of the 'rules' we already know. We just have to learn them.	I, no, go, to the, he, she ,we....are a few examples
High Frequency Words	Common words that recur frequently in much of the written material young children read and that they need when they write	And
CVC words	Consonant Vowel Consonant- children begin by hearing the initial sounds then work gradually hear the end sound then all 3	Cat , tin , map , dog , pig ,

What Are Phonics Phases?

Phases are the way the Letters and Sounds Programme is broken down to teach sounds in a certain order. At the same time whole words that cannot be broken down easily, (we call these "tricky words") are taught to the children.

Phonic Phases	
Phase One (Nursery)	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. This is essential for being able to hear the sounds later on in the phases.
Phase Two (Reception)	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. This is the order we learn them. Set 1 - s a t p Set 2 - i n m d Set 3 - g o c k Set 4 - ck e u r Set 5 - h, b, f, l Set 6 - ff, ll, j, ss Set 7 - v, w, x, y Set 8 - z, qu, ch, words with s at the end

	Set 9 - sh, th, ng, nk
Phase Three (Reception)	Vowel Digraphs/Trigraphs - ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, er
Phase Four (Reception/Yr 1)	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 Five (Throughout Year 1)	Now we move on to "grow the code" – alternative spellings. Children learn more graphemes for the phonemes which they already know, plus different ways of pronouncing the graphemes they already know.
Throughout Year 2 and beyond	Embedding Phase 5. Working on spelling, including prefixes and suffixes, doubling and dropping letters etc.