

Phonics Curriculum Statement

“The pleasantest of all diversions is to sit alone under a lamp, a book spread out before you...and to make friends with people of a distant past you have never known.” Kenko 1300AD

Policy reviewed by: Bernadette and Tilly
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What is phonics?

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;
- identify the sounds that different combinations of letters make - such as ‘sh’ or ‘oo’; and
- blend these sounds together from left to right to make a word.

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.

Why phonics?

Research shows that when phonics is taught in a structured way – starting with the easiest sounds and progressing through to the most complex – it is the most effective way of teaching young children to read. It is particularly helpful for children aged 5 to 7.

Almost all children who receive good teaching of phonics will learn the skills they need to tackle new words. They can then go on to read any kind of text fluently and confidently, and to read for enjoyment.

Children who have been taught phonics also tend to read more accurately than those taught using other methods, such as ‘look and say’. This includes children who find learning to read difficult, for example those who have dyslexia.

Phonics also helps children learning to write. It teaches children to segment words in order to spell them so that they are able to attempt to write words they have not yet learned how to spell.

Phonics teaching at Duncombe

Phonics is taught for 20 minutes every day from Nursery – Year 2.

It is the first lesson of the day so that children are always fresh and ready to learn in phonics sessions. Children in Year 3 who have still not passed the phonics screening check receive Catch Up interventions delivered by TAs specially trained in the programme.

Phonics lessons at Duncombe:

- are taught ‘first and fast’
- are multi-sensory so that children can learn from auditory, visual and kinaesthetic styles.
- are fun.
- are purposeful and rigorous.
- encourage children to use phonics as the first strategy when decoding or spelling an unfamiliar word.
- pass on a body of knowledge and skills about how the alphabet system works, not present phonics as an optional strategy amongst others.
- teach our children the secret code that unlocks the reading and spelling of the English language.

Phonics screening check

In Year 1, children take the phonics screening check. We prepare for this in phonics lessons and provide the children with practise tests so that they are used to the format of the check before they take it. We are careful not to pressurise the children, and we ensure they are not aware they are being tested.

The following link contains information about the phonics screening check including ways parents can help their children at home.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/194057/phonics_check_leaflet_2013.pdf

Any children who do not pass the test in Year 1, will take the test again in Year 2 so that they have second opportunity to pass.

Letters and Sounds

At Duncombe, we follow the 'Letters and Sounds' programme using Ruth Misking Literacy (RML) resources. Order in which phonemes are introduced in 'Letters and Sounds'

Phase 1 (Introduced in Nursery)

Seven Aspects: Three strands in each 1) tuning in to sounds 2) listening and remembering sounds 3) talking about sounds

Oral segmenting and blending introduced in Aspect 7

Continues through all Phases

Phase 2 (Formal Structure introduced at the start of Reception, but also introduced in Nursery focusing on one sound per week through a range of activities)

19 grapheme-phoneme correspondences

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, ff l, ll ss

Phase 3 (Introduced in Reception)

25 more grapheme-phoneme correspondences

Set 6: j v w x

Set 7: y z, zz qu

Phase 3 two and three letter graphemes:

ch, sh th ng ai ee igh oa oo ar or ur ow oi ear air ure er

Phase 4 (Introduced in Reception)

No new graphemes

Consolidation of above to read and spell words containing adjacent consonants and to read and spell polysyllabic words-segmenting to spell, blending to read

Phase 5 (Introduced in Year 1)

New graphemes, alternative pronunciations for those already known and alternative spellings for phonemes

New graphemes:

ay (day) ou (out) ie (tie) ea (east) oy (boy) ir (girl) ue (blue) aw (saw)

wh (when) ph (photo) ew (new) oe (toe) au (Paul)

Split digraphs

a-e (make) e-e (these) i-e (like) o-e (home) u-e (rule)

New pronunciations for known graphemes:

i (fin, find), o (hot, cold), c (cat, cent), g (got, giant), u (but, put (in south of England), ow (cow, blow), ie (tie, field), ea (eat, bread),

er (farmer, her), a (hat, what), y (yes, by, very), ch (chin, school, chef), ou (out, shoulder, could, you)

Alternative spellings for phonemes:

See page 144-'Letters and Sounds'-Teaching alternative spellings for phonemes

See page 154 'Letters and Sounds'-Bank of words and other materials/activities for Phase 5.

Phase 6 (see also Y2/3 Spelling Programme and Spelling Bank)

Consolidation of all of above

Children apply skills and knowledge learned above to become fluent readers and increasingly accurate spellers.

Past tense words

Adding Suffixes/prefixes to make longer words

Tricky 'bits' in words and use of memory strategies.

Children are assessed each half term and put into streamed groups working at the relevant phase.