



PHONICS AT CHASE SIDE

Phonics is a way of teaching children how to read and write. It helps children hear, identify and use different sounds that distinguish one word from another in the English language.

Written language can be compared to a code, so knowing the sounds of individual letters and how those letters sound when they're combined will help children decode words as they read.

Intent – What we are trying to achieve?

At Chase Side Primary School we are passionate about ensuring all children become confident and enthusiastic readers and writers. We believe that phonics provides the foundations of learning to make the development into fluent reading and writing easier. Through phonics children learn to segment words to support their spelling ability and blend sounds to read words. The teaching of phonics is of high priority.

Implementation – How do we translate our vision into practice?

At Chase Side Primary School, we use the Department for Education approved document 'Letters and Sounds' for our teaching of phonics. This allows our phonics teaching and learning to be progressive from our Nursery up to Year 2. Children in our Nursery work on Phase 1 phonics, which concentrates on developing their speaking and listening skills and lays the foundations for the phonic work that starts in Phase 2. As children move into Reception, they continue to build on their listening skills and are introduced to Phase 2 that marks the start of systematic phonics work. They have discrete, daily phonics sessions where they revise previous learning, are taught new graphemes/phonemes, practise

together and apply what they have learnt. Through letters and sounds, the children are taught the 44 phonemes that make up all the sounds required for reading and spelling. These phonemes include those made by just one letter and those made by two or more. Children work through the different phases and as they grow in confidence and experience, they are introduced to alternative ways of representing the same sound.

From mid October, children in Reception begin formal teaching of Phonics beginning with Phase 2 where all children learn the phonemes for the corresponding grapheme. Initially, children begin with the single sounds before progressing onto digraphs and trigraphs in Phase 3. As soon as each set of letter sounds is introduced, children are encouraged to use their knowledge of the letter sounds to blend and sound out words. For example, they learn to blend the sounds s-a-t to make the word sat. They also start learning to segment words. For example, they might be asked to find the letter sounds that make the word tap from a small selection of magnetic letters.

As they develop through their knowledge and understanding of Phonics, alternative pronunciations and spellings are introduced in Year 1 before moving onto spelling rules in Year 2.

Children are assessed termly in Reception on their Phonics knowledge which is then used as the basis for any interventions. In Year 1, we assess and continue to group children based on their levels of progress.

Phonics in Reception is clearly linked with early reading with children taking home two different reading books: one is a colour banded book that matches their Phonic ability and the other being a story book that they choose for enjoyment.

For the children who do not pass the Phonic Screening Test in Year 1 we have targeted interventions to enable them to re-take the test in Year 2.

When EAL children join our school mid-year in Key Stage 2 we have an adapted phonic intervention which is implemented either individually or in a small group.

Impact – What is the impact of the curriculum on our pupils?

Through the high quality teaching of systematic phonics, our aim is that almost all children will quickly become confident and independent readers. They soon move away from the mechanics of identifying and blending letter sounds (or 'decoding' words) and start reading fluently; even when they come across words they have never heard or seen before. Once the process of reading becomes automatic and easy, they can devote all their attention to understanding the meaning of what they have read. Attainment in phonics is measured by the Phonics Screening Test at the end of Year 1.