



Amanda Butler
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St. Luke's Church of England School

Cherish, Challenge, Aspire and Achieve

Life In All Its Fullness



Phonics at St. Luke's (September 2020)

'Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school.'

National Curriculum 2019

Teaching approach

Phonics is taught discreetly to all pupils in Nursery, Reception and KS1 daily for 20 minutes, as well as through regular reading and writing sessions throughout the day. At St. Luke's our teaching and learning follows the progression of 'Letters and Sounds', where it is organised into 6 phases.

Planning for phonics lessons are separate from Literacy planning and they follow a 5-part structure; revisit, teach, practice, apply and assess. The lessons are based on the needs of the children and show clear differentiation. The children are offered a range of practical and engaging activities to support them with their learning.

At the beginning of every new sound, the children are shown a Jolly Phonics video and action corresponding to the sound that they are learning. This is then practised and used every time the children hear a particular sound. This approach is used consistently throughout the school, in order to embed it within the children's learning. In addition to this, to apply phonics into their writing, the children are offered jolly phonics sound mats, which have a picture for each sound, relating to the Jolly Phonics video.

We support the children's application of phonics to their reading by using 'Phonic Hero' reading books both in school and at home until children can read with fluency and apply their knowledge of all the letter and sound patterns taught. Children who are just beginning to learn the letter/sound correspondences are learning at the same time to tell stories using books which do not have any words in to begin with. It is an essential step to develop spoken language and vocabulary, to become an accomplished reader and writer.

Progression

Children will progress through the six phases of Letters and Sounds, beginning with Phase one in Nursery. By the end of the Summer Term, Reception children should be familiar up to the end of Phase three. By the end of Year 2, children should be proficient in their phonics knowledge and have completed Phase six of Letters and Sounds.



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Children in Year 2 who did not meet the required standard for phonics and need more work on 'decoding' and 'word reading' skills, will have opportunities to practice this using daily phonics sessions. Children in Year 3 and older who need further phonic intervention work will do so through targeted interventions.

Assessment

Teachers use their own assessments to inform effective provision for all children. Their assessments allow them to plan and deliver well differentiated lessons that engage and challenge all children within the lesson. Their assessments should inform the rate at which children progress through the phases and secure a sound understanding of phonics.

All Year One children take the 'Phonics Screening Check' - a statutory assessment required by legislation. Those who do not meet the pass mark will be given support and intervention programmes in Year Two, to provide them with sufficient knowledge and understanding to re-take the 'Phonics Screening Check' and obtain a pass mark.

** links to new Phonics Reading Scheme

St. Luke's Teaching Team

Review as required.

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