



# Acre Rigg Infant School

## Phonics Programme



### Intent: what we are trying to achieve with our phonics programme

At Acre Rigg Infant 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 support children on their journey to becoming fluent in reading and writing.

The teaching of phonics is given a high priority throughout Early Years and Key Stage 1. Children have daily discrete phonics lessons and they are given opportunities to practice their early reading and writing skills both through directed teacher-led tasks and independent learning in the classroom areas.

We aim for children to:

- develop their phonological awareness and phonemic awareness by the end of Nursery,
- develop their ability to read and write simple words and sentences by the end of Reception,
- develop their ability to read and write longer words and a series of related sentences by the end of Year 1, and
- develop their reading fluency, comprehension skills and knowledge of correct spelling rules by the end of Year 2.

### Implementation: how we deliver our phonics programme

#### Structured Teaching Sequence

Our phonics teaching sequence is arranged into Phases.

Children cover Phase 1 in Nursery. They develop their general sound awareness using sounds in the environment and their phonological awareness; their ability to discriminate speech sounds. Towards the end of Phase 1, children progress to develop their phonemic awareness; their ability to discriminate individual phonemes, i.e. oral blending and segmenting skills.

Children cover Phases 2 and 3 in Reception. They are introduced to the alphabetic code and are taught to blend sounds to decode words and segment sounds to encode words.

Children cover Phases 4 and 5 in Year 1. They are introduced to adjacent consonants and alternate graphemes for the phonemes they have already been taught.

Once children are secure in Phase 5, they are taught the objectives for grammar and spelling from the National Curriculum.

Full details of our phonics teaching coverage can be seen in our Phonics Planning document.



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### Implementation: how we deliver our phonics programme (continued)

#### Discrete Phonics Lessons

Children have a daily phonics lesson. Within the lesson they will:

- revisit and review GPCs and CEWs/HFWs
- be introduced to new GPC and CEWs/HFWs, including how to read them
- practice correct letter formation
- practice blending words
- practice segmenting words
- apply their phonic skills to read sentences, and
- apply their phonic skills to write sentences, both dictated by the teacher and composed independently.

Features of a discrete phonics lesson:

- clear, familiar routines which maximise teaching and learning opportunities
- lively and fast paced
- engaging activities which focus on core learning
- active participation by all children

#### Resources

Teachers produce interactive flipcharts to facilitate teaching.

Teachers make flashcards and resources for whole class, small group and individual work.

Teachers make resources to use in children's workbooks.

Teachers use the interactive games and activities on Phonics Play and Espresso.

Jolly Phonics, 'Jolly Jingles,' are used to introduce the children to GPCs in Phase 2.

'Action Word' actions are used to teach CEWs in Reception.

#### Letter names

The alphabet song is sang from Phase 2.

Children are formally taught letter names in Year 1.



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### Implementation: how we deliver our phonics programme (continued)

#### Letter formation

Children are taught correct letter formation from Phase 2.

Children are taught to join the letters in digraphs and trigraphs from Phase 3.

Children are taught correct formation of capital letters as they are encountered in Reception. They are formally taught all capital letters in Year 1.

The teacher models, checks and guides children's letter formation throughout discrete lessons and throughout the school day, as opportunities arise. Where possible, incorrect letter formation is always corrected.

#### Reading

Our phonics programme promotes the use of phonics as the route to reading unknown words, before any subsequent comprehension strategies are applied. We do not encourage children to guess unknown words from clues such as pictures or context.

Our phonics programme teaches children to read and then spell the most common exception words, noting the part of the word which makes it an exception word.

When children are confident with blending HFW, children practice reading them on sight.

#### Reading Books

Children read books from the following reading schemes: Collins Big Cat Phonics for Letters and Sounds, Collins Big Cat Phonics, Oxford Reading Tree Phonics and Pearson Bug Club Phonics. Reading books are arranged into Phases. Children read and re-read decodable texts which match the grapheme-phoneme correspondences they know. Teachers also allocate books which match children's phonic knowledge on Bug Club, our online reading programme.

#### Assessment

Our phonics programmes has an assessment pack for Phases 2 to 5. Teachers use the appropriate pack to track and record children's progress each half term. Assessment identifies those children at, below or above expected levels, so that appropriate support can be provided.



### Implementation: how we deliver our phonics programme (continued)

#### SEN

Children will progress through our phonics programme at a pace suitable for the child. Teaching takes account of the child's individual strengths, weaknesses, knowledge and understanding and profile of needs.

Some children may need additional strategies to access phonics teaching, such as those who have physical difficulties that affect their fine motor control or those who are pre- or non-verbal and may need alternative communication strategies. These children will have an individualised phonic programme, based on the school programme, which takes their needs into account.

#### Support and Intervention

Children who are at risk of falling behind are given extra practice to consolidate and master the content of our phonics programme. Our programme has a system for identifying those children and a format for planning and measuring the impact of intervention support.

#### Parental Engagement

Parents/carers of Reception and Year 1 children are invited into school to attend phonic meetings with the Head Teacher and observe their child being taught phonics with their teacher.

In addition to reading with their child at least four times each week, we ask parents/carers to practice letter recognition, blending, and reading of CEWs and HFWs.

Parents/carers are updated with their child's progress in phonics, reading and writing each term. Next steps and targets are also shared, along with resources for additional support with learning at home.

#### Staff Training

Staff are fully trained to ensure our programme is effectively implemented with fidelity and consistency across school. New or less experienced staff are also given the opportunity to observe established teachers teaching phonics.

Effective phonics teaching is regularly discussed in team meetings. Phonics teaching and learning is monitored by the senior leadership team via lesson observations, book scrutiny, intervention paperwork and progress review meetings.



## Phonics and Reading in Nursery and Little Acorns

### Structured teaching

Children in nursery take part in daily phonic sessions in key groups of no more than thirteen children. These sessions focus heavily on skills linked to Phase 1 phonics. Children work on general sound discrimination, rhythm and rhyme, alliteration, voice sounds and oral blending and segmenting. Sessions last between ten and fifteen minutes, and include a range of practical games and activities.

Children in Little Acorns (the two year old provision) take part in a daily phonic and literacy session. This include stories, songs, rhymes and simple sound based activities.

### Resources

Teachers produce a range of practical games and activities. Teachers make flashcards and resources for whole class, small group and individual work. Teachers use the interactive games and activities on Phonics Play and Espresso. Practical resources are used throughout the areas in nursery and in Little Acorns to enhance phonics in areas of continuous provision.

### Letter formation

Children are encouraged to mark make in a variety of areas and contexts. Meaning is given to their marks and correct formation is modelled. Children take part in a range of pre writing activities, and begin to practise letter formation of some letters, for example, those in their name.

### Reading

Children in nursery and in Little Acorns take part in daily story time sessions. They are taught how to handle books correctly, and story language is modelled. Familiar stories and books are available for the children to look at throughout the sessions both inside nursery and outdoors. There is a focus on developing a real love of books and reading.

### Parental engagement.

Parents are invited into nursery for Stay and Play sessions each term. They are able to take part in a range of phonic based activities with their child. Practical activities and ideas are sent home to encourage parents to support their children at home.

### Staff Training

Staff are fully trained to ensure our programme is effectively implemented with fidelity and consistency across the Early Years. New or less experienced staff are also given the opportunity to observe established teachers teaching phonics.

Effective phonics teaching is regularly discussed in team meetings. Phonics teaching and learning is monitored by the senior leadership team via lesson observations, book scrutiny, intervention paperwork and progress review meetings.