

Phonics at Mead Vale Primary

Aims

We aim to enable pupils to have a secure grasp of the phonetic code and, by the end of Year 1 to have equipped them with sufficient knowledge to be able to blend and segment for reading and writing. In addition, we aim to secure the crucial skills of word recognition that, once mastered, enable children to read fluently and automatically thus freeing them to concentrate on the meaning of the text.

Principles of high quality phonic work at Mead Vale Primary School

Children at Mead Vale Primary School secure automatic decoding skills and progress from ~~learning to read~~ to ~~reading to learn~~ for purpose and pleasure.

High quality synthetic phonics is taught systematically and discretely as the prime approach used in the teaching of early reading.

Early readers are taught:

- grapheme-phoneme correspondences in a clearly defined, incremental sequence;
- to apply the highly important skill of blending phonemes in the order in which they occur, all through a word to read it;
- to apply the skills of segmenting words into their constituent phonemes to spell;
- that blending and segmenting are reversible processes;
- that some words cannot be phonetically decoded and we refer to these as ~~sight~~ words;

High-quality phonic work at Mead Vale:

is part of a broad and rich curriculum that engages children in a range of activities and experiences to develop their speaking and listening skills and phonological awareness;

is multi-sensory, encompassing simultaneous visual, auditory and kinaesthetic activities to enliven core learning. (Research has shown this has a particular impact on the progress of boys in phonics). Jolly Phonics actions are taught and used in order to reinforce grapheme/phoneme correspondence.

is such that the great majority of children are confident readers by the end of Key Stage 1;

shows fidelity to the North Somerset Phonics into Early Spelling programme which is delivered consistently, throughout the school;

is taught through discrete daily sessions for Foundation Stage and KS1 and for any children in KS2 who are still working within the phonic phases;

is linked with the use of the Pen pals Handwriting scheme to ensure that correct formation of graphemes is consistent across the school;

rigorously tracks and monitors children's progress in developing and applying their phonic knowledge;

is fast-paced, varied and engaging;

is well matched to children's attainment;

We ensure that:

all pupils are taught the full North Somerset phonics programme during EYFS and Year 1. As such, they are taught in their class group. Pupils are provided with *additional* teaching if their learning stalls or if they require reinforcement;

pupils consolidate and extend their knowledge during guided writing and guided reading time;

transition between year groups is efficient and moves forward at pace (i.e. not repeating previous year's work apart from reviewing/revising);

the same vocabulary/terminology is used throughout the school;

we use correct and consistent articulation of sounds throughout the school;

there are opportunities to reinforce and apply acquired phonic knowledge and skills across the curriculum eg to read/spell science vocabulary and in such activities as shared and guided reading;

we incorporate continuing formative assessment in our teaching;

our planning shows clarity about what children should have learnt by the end of each phonics session.

Pupils who require further support in Phonics in Key Stage 2 receive daily short-burst learning opportunities utilising the ~~SNIP~~ intervention programme.

The ~~NESSY~~ programme is being developed to provide additional support to pupils in key stage 2.

Planning/Resources

The main planning resource used at Mead Vale School is the North Somerset Learning Exchange Phonics into Early Spelling programme (NSLEPESP) which is designed to help practitioners teach children how the phonetic system works for reading and spelling. Systematic, high quality phonics teaching is essential and is needed for children to achieve the goals of reading and spelling. The programme is designed to be time-specific, to secure fluent word recognition skills for reading by the end of Key Stage 1 and to support intervention in Key Stage Two.

The programme has nine structured steps which are consistently followed to ensure robust pace and progression.

As pupils move through the early stages of acquiring phonic knowledge, they are invited to practise at home by reading texts which are entirely decodable for them, so that they experience success and learn to rely on phonemic strategies.

The following websites support learning in class: www.galacticphonics.com;

www.phonicsplay.co.uk; www.bbc.co.uk/cbeebies/shows/alphablocks;

www.ictgames.com/literacy; www.iboard.co.uk/skill-builders/phonics

Phonics apps. for Ipads are used.

Assessment and Monitoring

Rigorous assessment/record keeping of **all** children who are still working within the phonics phases is carried out. This includes the assessment of grapheme-phoneme correspondence and sight words. Staff use the North Somerset Learning Exchange Phonics into Early Spelling programme to guide assessments. Tracking sheets are completed termly, and handed to the phonics leader at the start and end of each term so difficulties can be identified early and intervention put in place (see NSLEPES). Phonics sessions are regularly observed and evaluated using set criteria (see NSLEPES) in order to inform staff training needs.

Towards the end of year 1, all children take part in the statutory national screening test, the results of which are reported to parents and the Local Authority. Any children who do not meet the required level receive rigorous intervention in order to narrow the gap and are retested at the end of KS1.