Phonics Intent

Phonics is taught in a highly structured programme of daily lessons across EYFS and KS1 in groups differentiated according to children's phonic awareness and development. The Bug Club Phonics scheme is followed, providing a synthetic approach to the teaching of phonics. Each session gives an opportunity for children to revisit their previous learning, be taught new skills, practise together and apply what they have learned.

Phases of the Phonics Programme

Children in Teddy's Nursery begin with Phase 1 which provides a range of listening activities through play, to develop their listening skills. Progress is tracked at the end of each term. As children move into Reception, they continue to build upon the listening activities and are introduced to Phase 2 which marks the start of systematic phonic work. Grapheme-phoneme correspondence is introduced. The process of segmenting whole words and selecting letters to represent those phonemes is taught writing the letters to encode words. Phase 3 completes the teaching of the alphabet and then moves on to cover sounds represented by more than one letter, learning one representation for each of the 44 phonemes. At this stage just one grapheme (spelling) is given for each phoneme. When children become secure they continue into Phase 4 where they start to read and spell words containing adjacent consonants. No new phonemes are introduced at this phase. It is expected that children will enter Phase 5 as they begin year 1, broadening their knowledge of graphemes and phonemes for use in reading and spelling. They will learn new graphemes and alternative pronunciations for these and graphemes they already know, where relevant. It is expected that children entering Year 2 will start Phase 6 which develops a variety of spelling strategies including homophones (word specific spellings) e.g. see/ sea, spelling of words with prefixes and suffixes, doubling and dropping letters where necessary. Also, the accurate spelling of words containing unusual grapheme-phoneme correspondences e.g. laughs, two. As children move through Year 2 and into Key Stage Two, teachers will deliver discrete spelling lessons using 'No Nonsense Spelling' as a tool. Children will practise spelling rules and explore our complex language both during the English unit and through independent tasks in guided reading time.

Phonics Assessment

Children's progress is continually reviewed to identify any gaps in learning that need to be addressed. Children are assessed at the end of each half term and progress data collected at the end of each full term. The national phonics screening check is performed in June of Year 1. The purpose of the screening check is to confirm that all children have learned phonic decoding to an age-appropriate standard. The children who did not meet the required standard for the check in year 1 enter again in year 2 with additional support, using 'Rapid Phonics'. This is delivered by an experienced TA and their progress in closely monitored. As children enter KS2, provision is made for those children still requiring daily phonics. This may take the form of daily reading, 'Rapid Reading', Nessy and precision teaching, to name a few.