

# **Teaching of Phonics at Burton Pidsea Primary School**



## **Phonics**

At Burton Pidsea Primary School we use systematic teaching of phonics to support children in learning to read and write. As children progress in their phonic knowledge children will move on from learning letters and the sounds that they make, to using and applying this knowledge to read and write words, then into reading and writing sentences. We give the children the opportunity to use and apply their phonic learning through games and activities so that they then use this in their independent reading and written work.

## **Objectives**

To ensure that children progress in their phonic knowledge through:

- Daily phonic sessions
- Phonics being promoted as a tool to help children decode words to read and spell
- Children being encouraged to use and apply their phonic knowledge in independent work and guided reading sessions

## **Planning**

In the school this is based initially on Jolly Phonics scheme and then on LCP Letters and Sounds document. Reception to Year 2 follow planning, that ensures consistency in the teaching, learning and progression in children's phonic learning. The phonics planning gives opportunity for sounds to be revised, new sounds to be taught, children to read and write words and apply their learning through a game/ activity. Currently children in Year 3 & 4 that have not completed the phonics programme continue on Phase 6 where they then move onto a spelling intervention.

## **Teaching**

All children have a daily phonics session of 15-20 minutes. In EYFS as children enter the school they are assessed as to their phonemic awareness and then grouped accordingly. In EYFS a focus on developing children's phonic awareness and Phase 1 skills are also taught within the daily provision during free flow sessions and in adult led activities.

Children are then grouped across the EYFS. In KS1 children are grouped according to their ability and are streamed across the key stage.

## **Cross Curricular Links**

In the school we recognise the impact good phonics teaching can have on children learning to read and write, but we see it as part of a rich literacy curriculum. Children are exposed to a wide variety of books and texts to encourage their love of reading. During English sessions we encourage children to apply their phonic knowledge to read and write. In Early Years children are given the opportunity to develop their mark making into early writing through setting exciting contexts for writing for a purpose using their phonic knowledge.

## **Inclusion, including provision for gifted and talented, EAL and SEN**

Phonic lessons are streamed so that the task is directly matched to children's phonic level. Regular assessment is used to ensure that children are in the correct phonics groups. Streaming also allows for children that benefit from learning in smaller groups to be accommodated for. More able children are identified and work in a smaller group at the same ability and allowed to progress at a faster pace than the rest of the class. Children with SEN either work in a group but with a Teaching Assistant to provide additional support, or they work individually on their phonic targets, depending on their needs. Children that do not pass the Year one phonics screening test in Year One have the opportunity to repeat the test when they are in Year 2.

We acknowledge that for most children regular Synthetic Phonics lessons are the best way to learn, but some children require a different approach. For those children we use a range of reading materials, where children work in a smaller group and they learn through cumulative and repetitive patterns.

## **Assessment**

Assessment is carried out at the end of each Phonics phase to assess the children's knowledge and to determine appropriate groupings. This information is used to identify areas that need to be revised or repeated.

## **Monitoring**

The phonics leader is responsible for mid-term planning in phonics across the School and for working with class teachers to track progress.

The phonics co-ordinator regularly offers peer observation sessions where class teachers and support staff have the chance to observe best practice lessons to support their own teaching of phonics.

## **Involving parents**

Workshops for parents are run. These workshops focus on developing parents' subject knowledge in the teaching of phonics and on supporting them to work alongside their children in phonics activities