

## Phonics Rationale Holmes Chapel Primary School

### Visions and aims

The National Curriculum states that 'The understanding that the letter(s) on the page represent the sounds in spoken words should underpin pupils' reading and spelling of all words.' We teach children to identify, blend and segment sounds accurately through a systematic, synthetic approach to teaching Phonics. This is delivered through the Little Wandle Letters and Sounds revised scheme of work. The application of this teaching runs through our curriculum, as we aim to equip the children with the knowledge to become accurate, fluent, enthusiastic readers and independent, confident spellers.

### Intent

We want children to be able to confidently identify graphemes/phonemes and have the skills to blend them for reading and segment them for spelling. All children should understand that the letters on a page represent sounds in spoken words and ultimately recognition of graphemes and decoding will become automatic and doesn't require conscious effort. By the end of Year 1, children should have a comprehensive understanding of all graphemes and phonemes from phases 2-5, including alternative pronunciations and spellings.

### Implementation

- Phonics is taught in Reception and Yr 1 using the: review, teach, practice and apply method. This is aligned with the Little Wandle scheme.
- Lessons are planned half termly as 5 week units of work (following the progression of teaching as set out in Little Wandle), Year 2 phonics lessons are planned half-termly to match the needs of the class, following the placement/end of unit assessments. Phonics is taught for 30 minutes, 5 times a week in Reception –year 2\*
- Teachers are consistent in their delivery of lessons and use of terminology and resources across the key stage. They promote 'active learning' and whole-group participation for the duration of the 30 minute lesson.
- All phonics lessons include the opportunity to practise blending to read and segmenting to spell. Children read a combination of discreet graphemes, decodable words, tricky words and sentences in every lesson.
- All children are taught to use the vocabulary associated with phonics e.g. digraph, phoneme and to articulate their understanding of these terms.
- Children are closely monitored and assessed at the end of each 5 week teaching unit. Children that are not at the expected level in years 1-6 are assessed every 3-5 weeks using a placement assessment/end of unit assessment to identify gaps in understanding, which will then be addressed with daily keep-up/catch-up.
- Every child in Reception – Yr 2 has 3, 20 minute practice read sessions a week in line with the Little Wandle scheme. These are delivered in hour long blocks 3 times a week on a rotation basis. They are delivered by trained Teachers and TAs.
- When appropriate, classes will deliver additional daily, whole-class phonics sessions in the afternoon to bridge any gaps in knowledge.
- Keep-up/catch-up runs across the school for 5-20 minutes 5 times a week with groups of up to 5 children.
- Every week, children take home 1 ebook that matches their practice read book, 2 phonetically decodable books and 2 'sharing' books.

\*If appropriate to the cohort, Year 3 will also teach whole-class phonics during the Autumn term