

Phonics Intent

At Giles Brook School we believe that learning to read is key to academic success. Phonics teaching is recognised as an important component in the development of early reading skills particularly for children from disadvantaged backgrounds. Our reading curriculum ensures that children have the opportunities for reading for practice, reading for meaning and reading for pleasure. High quality phonics teaching provides children with skills to learn how to read (reading for practice) which enhances reading for meaning and makes reading more pleasurable. Therefore phonics is a vital part of our curriculum as it is the building block on which our reading curriculum is based.

We aim to:

- Deliver daily phonics through a high quality phonics programme and consistently implement it to equip children with the skills they need to decode and become fluent readers.
- Provide children with fully decodable books that are closely matched to their phonic abilities so they can be successful when practising.
- Support children in keeping up not catching up by making ongoing assessments and using targeted interventions.
- Ensure the highest number of children possible pass The National Phonics Screening Check, with expectations that are aspirational and achievable.

A Systematic Approach

In Foundation and KS1 we use a systematic synthetic phonics programme Essential Letters and Sounds which is validated by the DFE. This programme allows our children to develop strong phonetic awareness and effective decoding and blending skills. The programme sets out clear expectations that are laid out term by term from Reception to the end of Year 1.



Access to Appropriate Books.

Integrated into the programme are high quality reading books that are fully decodable. This ensures that the children can apply the phonetic knowledge learnt in school.

Rigorous Assessment

Embedded into the programme are half termly assessments which allow teachers to identify any gaps in learning and quickly target pupils to ensure that they keep up rather than catch up.

Progression Through the ELS Programme

Nursery	
Phase 1	Phase 2 (Summer Term Where appropriate)
Seven aspects: Environmental sounds. Instrumental sounds. Body percussion. Rhythm and rhyme. Alliteration. Voice sounds. Oral blending	Simple letter sound correspondence

In Nursery you will see...

- Children learn in a language rich environment.
- Children engage in accessible free choice activities which encourage children to develop speaking and listening skills.
- Children have access to high quality adult interactions.
- Children have the opportunity to engage in challenging adult-led tasks that consolidate their learning.
- Children have access to a wide range of high quality books and mark making resources.

Reception			
Phase 2 Autumn 1	Phase 3 Autumn 2, Spring 1 and 2	Phase 4 Summer 1	Phase 5 Summer 2
Oral blending Sounding out and blending with 23 new grapheme-phoneme correspondences (GPCs) 12 new harder to read and spell (HRS) words	Oral blending Sounding out and blending with 29 new GPCs 32 new HRS words Revision of Phase 2	Oral blending No new GPCs No new HRS words Word structures – cvcc, ccvc, ccvcc, cccvc, cccvcc Suffixes Revision of Phase 2 and Phase 3	Introduction to Phase 5 for reading 20 new GPCs 16 new HRS words

Year 1		
Phase 5 including alternatives Autumn 1 and 2	Phase 5 including alternatives Spring 1 and 2	Beyond Phase 5 Summer term
Revision of previously taught Phase 5 GPCs 2 new GPCs 9 new HRS words	Alternative spellings for previously taught sounds 49 new GPCs 4 new HRS words Oral blending Revision of Phase 2, Phase 3 and Phase 4	With ELS, phonics teaching does not stop at the end of Year 1, but continues as children move through the school, with links being made between their GPC knowledge and spelling Revision of all previously taught GPCs for reading and spelling Wider reading, spelling and writing curriculum

In Reception and Year 1 Phonics you will see...

- Phonics taught daily.
- Phonics is taught in whole class sessions led by the teacher who explicitly models skills.
- All teachers have access to high quality training, planning and resources.
- All lessons follow a consistent structure.
- Each class has an engaging phonics display at the front of the classroom using the same visual representations and mnemonics are used by all teachers and teaching assistants.
- Children working as a whole class, with a partner or independently.
- Children have access to fully decodable books to read at home as well as in school.
- Teachers ensure that all children make progress through the use of precision teaching and targeted intervention groups.

Children are assessed at the end of Year 1 using the Government Statutory Assessment Tool known as the Phonics Screening Check. This screening check confirms whether a child has learnt phonic decoding to an appropriate standard and will identify sounds needing further support in Year 2. Children are assessed 1:1 by a teacher who is familiar to them. Those who do not pass will continue their phonics learning in Year 2. This allows them to consolidate and develop their confidence aimed at their specific needs ready to retake the screening at the end of Year 2.

Year 2 to 6

No daily phonics for all as children move to whole class reading.

Year 2 - daily ELS lessons for those pupils who did not pass the phonics screening check at the end of Year 1.

Year 3 to 6 - Phonics interventions using Essential Letters and Sounds for those pupils who need it.

In Years 2 to 6...

Although we expect that the majority of children will have successfully completed the ELS phonics programme by the end of Year 1 we recognise that some pupils may benefit from further instruction and therefore ensure that there is high quality phonics provision in place for:

- Children who did not pass their Year 1 or 2 Phonics Screening Check
- Children who are new to the country and have no previous experience of English
- Children with SEND who are struggling with decoding

These interventions look different for different children. In Years 2 to 6 you may see:

- Oral blending
- Grapheme-phoneme correspondence recognition
- Blending for reading

How will we know we achieved our aims?

- Children can decode, segment and blend confidently by the end of Year 1 and are ready to move from learning to read to reading to learn.
- Children feel successful in reading and are more willing to read because books are matched to their needs.
- By implementing high quality intervention effectively and promptly the majority of children become fluent, confident readers by the end of KS1.
- A high number of children pass the Phonics Screening Check at the end of Year 1.