

Subject on a Page PHONICS



Equip children with the skills which they need in order to be able to decode and become fluent readers and writers.

Provide children with texts (decodable books) which are closely matched to their phonics knowledge. This allows them to be successful at their level.



Ensure children are able to keep up with the phonics scheme by regularly assessing children's knowledge and carefully targeting intervention where needed.

Ensure that we use the phonics skills which children have learnt in EY & KSI to support children's reading, writing and spelling in KS2.



Ensure that our teaching of English supports children's phonics knowledge and allows children to apply their skills.

Use a range of approaches to support children's learning: actions, characters, songs, stories etc



*'If a child memorises 10 words, the child only reads 10 words.
But if a child learns 10 sounds, the child will be able to read
350 three sound words, 4320 four sound words & 21,650
five sound words'*



A SYSTEMATIC APPROACH

As a school, we use a Systematic Synthetic Phonics scheme: Phonics Shed. Phonics Shed is taught daily from Year R to Year 2. Our Nursery also teaches Phonics Shed for the four terms before children start Year R, this is an opportunity for children to lay the foundations for their future learning. Phonics Shed is designed provide children with the strategies they need to be able to decode words by teaching the links between letters and the sounds they can make (Grapheme Phoneme Correspondence). It uses the blending and segmenting approach to teach children to decode words to read and segment words to write. The scheme is well resources with a range of strategies to support teaching, including: stories, puppets, videos, songs, actions etc. In Year R, our children are taught the Phonics Shed lesson in the morning and then have an additional session in the afternoon. This is an opportunity for children to apply their skills further into their reading, writing and handwriting.

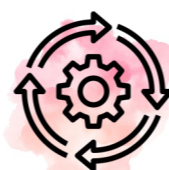
USE OF TEXTS

Our YR-Y2 children use a series of decodable books produced by Phonics Shed. These are designed to be used alongside the phonics scheme and support children's phonics learning. Children encounter these books a minimum of three times across a week until they complete the Phonics Shed programme (approximately half way through Y2). These texts allow children to apply their recently learnt phonics skills and practice their blending. Decodable books also allow children to feel successful when reading; all sounds which are encountered have already been learnt which means children can approach them with confidence. Staff also have access to a range of Big Cat Phonics books (the Phonics Shed programme has provided links to these to ensure they fit the planning). These are used in consolidation lessons, to further support children or allow them further access to texts. We have also purchases a range of 'suggested texts' which are cleverly used to link 'real' story books to the phonics scheme. These are regularly used for shared reading or accessed by children and allow them to naturally come across the sound which they have learnt.



INTENT

WHAT DO WE AIM TO DO?



IMPLEMENTATION

HOW WILL WE ACHIEVE
OUT INTENT?

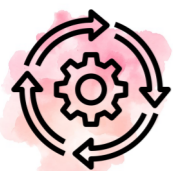
PHONICS INTO KS2

At Greenfields, we understand the importance of taking children's phonics learning beyond Year 2. The children have spent three years carefully learning the sounds required to decode so it is essential that we take these forward into KS2. Across the school (Y1-Y6) we use the Spelling Shed programme to teach spelling. In KSI this fits alongside the Phonics learning which children are being taught and then, once they have completed the phonics programme, continues to develop their learning further. Spelling Shed pulls on the techniques which are taught in Phonics Shed and can help to reinforce blending and segmenting skills. We are also able to continue to use Phonics Shed resource to support any children who need any additional phonics instruction.

LINKS WITH HOME

As a school, we are keen to work with parents to support children wherever possible, therefore, we give families opportunities to share children's phonics learning and strategies to support children. To enable this we:

- Run phonics workshops where parents are introduced to the scheme and are given resources to use at home
- Phonics Shed logins sent home for children to access games and decodable books
- Decodable books which match current ability are set weekly



IMPLEMENTATION

HOW WILL WE ACHIEVE
OUR INTENT?

ASSESSMENT

The Phonics Shed scheme includes a number of different methods of assessment (formative, summative, game data, screening etc). This data is used to support teachers to make decisions about how to consolidate learning and, where necessary, when intervention is appropriate. Assessment is carried out within lesson and during assessment weeks. It is vital that regular assessment is made accurately as this ensures that gaps in children's knowledge is identified and closed up. This approach allows children to 'keep up' rather than 'catch up'.

INCLUSION & INTERVENTION

Teachers will continually assess children's ability and progress using information from lessons, observations and assessment. Swift intervention will be made where necessary. Phonics Shed is accompanied by a comprehensive intervention scheme. Through teachers' use of daily formative assessment, any child who has had any difficulty accessing the morning teaching session will receive the intervention planning by the end of the day. Although we expect that the majority of children will successfully complete the Phonics Shed programme, we understand that a small number of children may require additional support; these interventions will go beyond the Phonics Shed programme. Our reading Tas will often take these session and they will focus in on the skills which are prohibiting children from keeping up with their phonics learning.



Children feel successful when reading as they have the skills required to access their texts. This supports children's enjoyment of reading as they believe they can do it!

Children can decode, segment and blend confidently to ensure they stay in line with the programme and government expectations (phonics screening).



By implementing swift, high quality intervention children keep up with the programme and have the skills required to translate phonics to fluent reading.

Children can confidently and naturally apply their phonics skills into reading, writing and other areas of the curriculum.



Phonics teaching supports children to develop a love of reading by giving them the initial steps required to become a fluent reader.



IMPACT

HOW DO WE KNOW WE HAVE
ACHIEVED OUR AIMS?