



Dunmore Primary School's Phonics statement



2016-17

At Dunmore Primary School we believe that the teaching of phonics is vital in order for children to become competent readers and writers.

Aims/Principles:

- To enable children to learn phonic knowledge and skills with the expectation that they will become fluent readers, having secured word building and recognition skills.
- To ensure that the children are taught high frequency words that do not conform to regular phonic patterns.
- To ensure that children have opportunities to read texts and words that are within their phonic capabilities as early as possible, even though all words may not be entirely decodable by the children unaided.
- To encourage the children to attempt to spell words for themselves, within the range of their phonic knowledge, by building an individual repertoire and the confidence and strategies to attempt the unfamiliar.
- To help the children to apply the skill of blending phonemes in order to read words.
- To help the children to segment words into their constituent phonemes in order to spell words.
- To learn that blending and segmenting words are reversible processes.

Teaching and Learning of Phonics and Spelling in EYFS and KS1

All phonics in EYFS and KS1 is taught following the Letters and Sounds document. We have adopted the suggested daily teaching sequence set out in 'Letters and Sounds'; *Introduction, Revisit and Review, Teach, Practise, Apply and Assess learning against criteria*. From reception to year two children are streamed to allow for the high achievers to make accelerated progress and those with additional needs to gain further support.

Teaching is multi-sensory, encompassing simultaneous visual, auditory and kinaesthetic activities to enliven core learning. Phonics is taught in short, briskly paced sessions and then applied to reading and writing in a meaningful context. All activities are well matched to the children's abilities and interests, and all classroom environments have an age appropriate display concentrating on both sounds and key words. At Dunmore we provide ample opportunities to reinforce and apply acquired phonic knowledge and skills across the curriculum and in such activities as shared and guided reading and writing.

Nursery:

- Daily adult led speaking and listening activities
- Focus on phase 1 letters and sounds.
- Continued provision indoors and outdoors to support children in phase 1 independently.
- In addition we run a parent workshop to support parents and carers at home with speaking and listening activities linked with the letters and sounds document.

Reception

- Daily discrete phonics lessons every day for 20 minutes.
- By the end of reception children are expected to be at least secure in phase 4, and working within Phase 5.

Year One

- Daily discrete phonics lessons every day for 20 minutes.
- By the end of Year 1, children are expected to be at least secure in phase 5.

Year Two:

- Children at the beginning of Year 2 are taught from the Support for spelling programme (this revisits much of Phase 5 and incorporates Phase 6).
- Children are taught every day in a discrete lesson for 20 minutes.

Assessment- Children's progress in developing and applying their phonic knowledge is carefully assessed and monitored. Children are tracked using the Letters and Sounds Progress Tracking booklets. Teachers use daily phonics sessions to monitor children's progress and assess children through their writing and reading. All teaching staff from nursery to year two have termly moderation meetings to ensure all children are set appropriately and all assessments are accurate.

In addition in Year 1 children will take the phonics screening check. This assessment will confirm whether individual pupils have learnt phonic decoding to an appropriate standard. If a child does not reach the appropriate standard then additional support will be put in place in order for the child to make accelerated progress with their reading and writing. The test will be retaken in Year 2.