



Phonics

How is this subject taught?

At Lammack synthetic phonics is taught as the main approach to early reading and writing and follows a systematic curriculum. In Foundation Stage this is primarily based on 'Letters and Sounds' ((Primary National Strategy 2007) and Jolly Phonics. Phonics is taught daily as a discrete structured lesson for approximately twenty minutes. In Key Stage1, teaching follows the guidelines as set out in the national curriculum (Framework document 2013- appendices for spelling). In Year1 a discrete phonics lesson is also taught daily, but in Year 2 it is incorporated into the teaching of spelling. In Key Stage Two the teaching of phonics is covered through the new national curriculum guidelines for spelling. However some phonics teaching is used as an intervention in KS 2 for those pupils who are significantly below the expected level.

Foundation Stage

Foundation stage re visit Phase 1, building on from nursery, which is listening to, and identifying sounds in the environment. By the end of the year Reception pupils have completed Phases 2, 3 and 4. This comprises learning all 44 sounds and knowing what letters represent each of the sounds.

Key Stage 1

In Year 1 children study Phase 5 which looks at alternative spellings such as the 'A' sound - cake pain play.

In Year 2 children look at how to use and spell past tense words and learn the rules to help them make correct spelling choices. This is based mainly on Phase 6.

For further information please refer to:-

<http://www.letters-and-sounds.com/what-is-letters-and-sounds.html>

http://www.youtube.com/watch?v=5J2Ddf_0Om8 – help with pronunciation

Key Stage 2

In Key Stage 2 the children are provided with an overview, at the start of each half-term, detailing the key vocabulary, and spelling patterns and rules to be taught and learned each week. This forms the basis of the teaching of spelling in class, which should be supplemented by the children's studies at home. For homework, the children are encouraged to not only learn the words given but to ensure they understand their meaning and are able to use the words in context. They also study other words that follow the same pattern/rule. The weekly tests expect children to be able to spell the words correctly but also to recognise their use in context.

How is this subject assessed?

Each term children are assessed by their teachers to establish which phonic phase they are working within. This information is used to track their progress and if necessary put extra support in place. At the end of each year this information is passed on to the next class teacher.

In 2012 a statutory phonics check was introduced into Year1. The check assesses phonic knowledge learnt in Reception and built upon in Year1. The main purpose of the assessment is to identify for the Year 2 teachers those pupils who need extra help with decoding and blending.

From years 2 to 6, each half term pupils are tested with the Rising Stars spelling assessments. Together with ongoing formative assessments, teachers are regularly informed about their pupil's progress.

Priorities for Future Developments

- Continue to improve the percentage of pupils in the Year 1 phonics screening test and have structured support in place for those children who failed.
- Ensure the changes to the National Curriculum in the teaching of spelling are in line with Letters and Sounds.
- Offer all teachers and support staff phonics training to ensure they are secure in their knowledge of phonics to effectively teach and assess pupils.

Useful web sites for parents

http://familylearning.org.uk/phonics_games.html

<http://phonicsplay.co.uk>

<http://busythings.co.uk>