

## Teaching of Phonics at Christ Church, Walshaw

### **Phonics Programme – Junior Learning Letters and Sounds DfE Validated Phonics SSP.**

Junior Learning Letter and Sounds is a phonics reading programme designed to teach letter patterns of the English language, with the aim of helping children become fluent readers by the age of seven. The programme follows a systematic daily progression, where children are introduced letters in specific order (s, a, t, p, i, n, m) and are encouraged to read words and build words.

Junior Learning Letters and Sounds provides teacher planners for each year group. It provides high-quality training to all those phonics practitioners in school delivering phonics. The training covers Phase 1 in Nursery, Phases 2, 3, 4 in Reception, Phase 5 and 5.5 in Year 1 and Phase 6 in Year 2. The training includes sessions for readiness for the PSC to teachers new to teaching in Year. The training is high quality and shares programme progression, resources, assessment and tracking at incremental stages with a focus on those children at risk of falling behind.

Junior Learning Letter and Sounds provides information and clarity on the sequence of high-quality fiction, non-fiction and science decodable reading books at all Phase level. They also provide additional plans for teachers to use as 'booster' and intervention sessions to support those children who require additional phonics session throughout the week to help with 'gaps' in children knowledge.

### **Phonics Sessions**

We teach phase 1 in Nursery through a programme of discreet sessions and daily activities. Our phonics sessions in Reception, Year 1 and Year 2 are all taught at the same time to ensure consistency throughout EYFS and KS1. This also allows movement of staff to observe other phonics phase sessions as part of CPD and it also allows our experienced teaching assistants to support in other classes. Phonics sessions last 30 minutes as per the programme requirements and are delivered daily.

EYFS /KS1 9.00-9.30am

Children apply their phonics skills through reading aloud during guided reading which takes place twice a week in Reception and three times a week in KS1. Phonics is used as the first approach to decoding unknown words. Whole-word recognition is used for Common Exception words: 'tricky words.'

### **Reading Phonetically Decodable Books**

We have invested in Junior Learning Letters and Sounds decodable reading books to provide the 'spine' of the decodable books to support the chosen SSP. However, we have a large collection of phonetically decodable Letters and Sounds books from other schemes that follow the same progression and therefore we can match them up and continue to use them. These decodable readers are to support reading during phonics sessions, shared reading, guided reading 1:1 and home readers. The following books are available in school.

- Junior Learning Letters and Sounds – Beanstalk books
- Junior Learning Letters and Sounds – Beans HiLo books (High interest – Low decodable aimed at supporting lowest 20%)
- Bug Club Phonics – Pearson
- Big Cat – Collins

### **Phonics Assessment and Tracking**

Summative assessment takes place at the end of each Phase in the programme, the assessment information is collated and added to a Junior Learning Letters and Sound Tracking document to show where the children are secure with their phonics learning. It is the responsibility of the Phonics Lead Teacher to collect the data termly and monitor the progress of the children in each cohort. Children who develop gaps in knowledge are identified early and have additional 'booster' sessions. Assessment information informs the class teacher which children may need some additional booster phonics sessions. Teaching is fast paced and all children actively participate. Continuing assessment ensures progress is monitored. Assessment in phonics is used to inform the ability groups the children are placed in to for guided reading. This ensures the correct level of book is chosen to meet the needs of the reader.

Transition arrangements are in place to transfer previous phonic assessment information from each class. Moderation of results takes place at the end of each year group. The receiving teacher is involved in the moderation process and whenever possible supports delivery of phonics teaching in a selection of sessions (in the class they will be taking over) during Summer Term 2.

### **Phonics Intervention**

Diligent and on-going assessment ensures any child who is falling behind or who has missed out on a stage of teaching receives quality booster sessions. Children only require intervention when the phonics programme is not working, for the majority of the children identified it is poor working memory that is the barrier and possible dyslexia. In KS2 for those children who have not made the expected progress in their phonics journey the support continues. The children in Year 3 and beyond still need to know the minimum of 44 graphemes and phonemes which gives them access to the first part of the alphabetical code. Junior Learning Letters and Sounds continues to support this by having additional sessions available for revising the first 44 GPCs. Children identified as having phonological dyslexia have also got access to 'Nessy' add a supplementary resource to support reading.

### **Phonics Application**

Pupils are given opportunities during each session and through independent activities, continuous provision, guided reading, writing and comprehension to apply their learning. We believe it is crucial that children have access to quality resources to enable them to apply their learning independently.

### **Phonics Resources for Continuous Provision**

Teachers draw on a range of resources to meet all learning styles and ensure teaching is exciting, motivating, effective, and meets all learning styles. The resources include:

- GPC cards
- HFW cards
- CEW cards
- Alien word cards
- Grapheme boards
- Whiteboards and pens
- Phoneme frames
- Magnetic letters

### **Phonics Resources for ICT**

Teachers use a variety of ICT phonics resources to meet all learning styles. Children have access to the IWB in early years as a focus activity during CP time and children in KS1 use iPads during CP time and have ICT tasks to complete linked to phonics.

- **Bug club phonics** – [www.pearson.com](http://www.pearson.com) ebooks for EYFS and KS1
- **Phonics Play** [www.phonicsplay.co.uk](http://www.phonicsplay.co.uk) have some interactive games that are free to play on either an interactive white board or on an iPad. These games include; Buried Treasure, Dragons Den and Obb and Bob which are all fantastic games to support the use of ICT within continuous provision and allow the children to practise GPC, skills for blending to read and segmenting to spell. Other games are available through subscription.
- **Phonics Bloom** [www.phonicsbloom.com](http://www.phonicsbloom.com) have some interactive games that are free to play on either an interactive white board or on an iPad. These games include; Fishy phonics, Phonics frog and Yes/No Yeti, which are all fantastic games to support the use of ICT within continuous provision and allow the children to practise GPC, skills for blending to read and segmenting to spell. Other games are available through subscription.
- **Topmarks** [www.topmarks.co.uk](http://www.topmarks.co.uk) have some interactive games that are free to play on either an interactive white board or on an iPad. These games include; Balloon Phonics, Help the Hedgehog, Bingo, Viking Full Circle and Spooky Phonics which are all fantastic games to support the use of ICT within continuous provision and allow the children to practise GPC, skills for blending to read and segmenting to spell.

### **Phonics Monitoring**

Regular monitoring of phonics teaching and planning takes place and an appropriate action plan produced each academic year. Opportunities for peer to peer lesson observations and coaching are planned for.

Observations take place in Spring Term and are followed by one-to-one feedback. Any development needs are addressed immediately.

### **Phonics Training/CPD**

Whole staff meetings have taken place to explain how phonics is taught throughout Foundation Stage and Key Stage 1. Further EYFS/KS1 meetings are held regularly to ensure all students and teachers and TA's new to the school have the relevant information and understanding.

All teachers and teaching assistants are offered the opportunity to observe phonics teaching in year groups other than their own (in house CPD) to ensure all staff have a thorough understanding of the phonic phases from phase 1 through to phase 6.

All new staff receive in-house training by the phonics lead and observe their colleagues delivering high quality phonics. Where necessary, additional CPD is arranged. Training in Junior Learning Letters and Sounds is delivered by Clare Shivnan-Taylor through BEST TRUST.

We provide opportunities to share good practice within our school and across our partner schools. These opportunities involve teaching staff and teaching assistants involved in delivering phonics.