



## **Phonics at Arnesby Primary School.**

Children begin learning Phonics at the very beginning of Reception and it is explicitly taught every day during a dedicated slot on the timetable. Children are given the knowledge and the skills to then apply this independently.

Throughout the day, children will use their growing Phonics knowledge to support them in other areas of the curriculum and will have many opportunities to practise their reading. This includes reading 1:1 with a member of staff, with a partner during paired reading and as a class.

Children continue daily Phonics lessons in Year 1 and further through the school to ensure all children become confident, fluent readers.

Our Phonics sessions teach children to speak (using cued articulation), read, write and apply sounds confidently - supporting their progress in every subject, at home and beyond. To ensure we equip all children with these early reading skills, Phonics is taught daily across EYFS, Key Stage 1.

We begin by teaching the single letter sounds before moving to digraphs 'sh' (two letters spelling one sound), trigraphs 'igh' (three letters spelling one sound) and quadgraphs 'eigh' (four letters spelling one sound).

We teach children to:

- Decode (read) by identifying each sound within a word and blending them together to read fluently
- Encode (write) by segmenting each sound to write words accurately.

Through structured sessions we aim to provide children with the confidence to apply their phonics knowledge in new situations. We aim that all children will pass the Phonics Screening Test before the end of KS1.

At Arnesby Primary School we use Rocket Phonics which is a Department for Education validated story-based Systematic Synthetic Phonics programme for Reception, Year 1 and year 2. This programme is fully decodable, providing a complete package of resources to teach reading and writing.

### **Fundamental concepts of Rocket Phonics:**

- Phonics is overseen by a dedicated phonics leader.
- Phonics is taught for 30 minutes daily.
- All staff are supported with regular phonics professional development training.
- A clear pathway is followed through the alphabetic code.

The Systematic Synthetic Phonics Teaching Principles (knowledge of the code and the skills of blending, segmenting and handwriting). Children are not asked to read texts by themselves that they can't yet read.

- The Teaching & Learning Cycle (revisit and review, teach, practise, apply) is followed.
- Children are supported to keep up, so they do not need to catch up.
- Phonics is taught at letter-sound, word, sentence and text levels.
- Core phonics provision is distinguished from phonics enrichment activities.

### **What to expect**

- A steady pace and progression so that all children can keep up.
- Language-rich, online teaching storybooks (Big Books) which present new letter-sound correspondences within the context of captivating, illustrated stories plus a range of fully-decodable Target Practice Reader books and eBooks that directly tie in with the progression of phonics lesson.
- Practical, skills-based Pupil Practice Booklets to support daily practice and application of learning

Through the teaching of systematic phonics, our aim is for children to become fluent readers by the end of Key Stage 1. Children can then focus on developing their fluency and comprehension as they move through the school. Progress in phonics is continually reviewed through periodic phonic assessments and evidence from their reading and writing. Through these, teachers identify the graphemes that need to be addressed which then informs planning.

In June, attainment in phonics is measured by the Phonics Screening Test in Year 1. The National Phonics Screening Check is undertaken to confirm that the children have learned to decode to an age-appropriate standard and determines what level of provision they will require the following year.

### **Helping your child at home:**

Supporting Reading at Home:

- Children will only read books that are entirely decodable, this means that they should be able to read these books as they already know the code contained within the book.
- We only use pure sounds when decoding words (no 'uh' after the sound)
- We want children to practise reading their book 4 times across the week working on these skills:

Decode – sounding out and blending to read the word.

Fluency – reading words with less obvious decoding.

Expression – using intonation and expression to bring the text to life!

To support your child's development of reading skills and enjoyment of reading, we have developed these opportunities to engage with reading as a family:

- In KS1 your child will bring a phonics book home which is closely matched to the phonemes they know, which will boost their enjoyment and progress. They will also choose an enrichment book which they will read together with an adult. This will widen their reading choices and develop their reading further.

- E books are available to read assigned by the teacher and the used to support children at home as extra reading practise.

