

PHONICS STATEMENT

Phonics is taught in a highly structured programme of daily lessons across FS/KS1 and KS2 in small targeted intervention groups, differentiated according to children's phonic awareness and development. At Blanford Mere, it is our aim to provide children with the skills necessary to be able to read confidently and to be able to access information throughout the curriculum.

The Phonics Programme

Children are given daily opportunities to develop their reading skills. In Nursery, pupils begin to develop their listening skills and to discriminate between sounds, recognising rhythm, rhyme and alliteration. They develop oral blending and segmenting of sounds in words.

In both Nursery and Reception, teaching is underpinned by the principles of 'Fantastic Foundations'. Following EEF research, this programme aims to boost the spoken and written vocabulary of children in the EYFS. Through devices and games such as Picture Power, Together Talk, Word Collector and Together Writing, children are encouraged to develop their spoken and written vocabulary. The three principles that underpin Fantastic Foundations are;

1. Understanding of the uniqueness of each child
2. Nurturing deep talk and developing listening
3. Providing a rich repertoire of real and imagined experiences to ignite writing

In Reception and KS1, children learn to read using the Jolly Phonics linguistic phonics approach. The following conceptual knowledge is taught:

- Letters are symbols (graphemes) that represent sounds.
- A sound may be represented or spelled by 1,2,3 or 4 letter diagraphs eg **dog** , **street**, **night**, **dough**.
- The same sound may be spelled in more than one way (alternative diagraphs) eg **rain**, **break**, **gate**, **stay**.
- Many spellings can represent more than one sound eg **head**, **seat**, **break**.
- They develop the skills of blending (combining sounds together to build words), segmenting (breaking up a word into individual sounds) and manipulating sounds to read and spell words correctly.
- This is carried out daily in Reception, Year 1 and Year 2.
- Pupils who require further support in phonics in KS2 continue with dedicated phonics sessions.

Phonics Assessment

Children's progress is continually reviewed to allow staff to best meet the children's learning needs. Children's progress is reviewed each half term.

The national Phonics screening check is performed in June of Year 1. Prior to this, the Year 1 phonics workshop gives parents information about how they can support their children at home with phonics. The purpose of the screening check is to confirm that all children have

learned phonic decoding to an age-appropriate standard. The children who did not meet the required standard for the check in year 1 enter again in year 2 with additional support. As children enter KS2, provision is made for those children still requiring daily phonics.

Each week, children will be given a set of words to learn, related to their sound of the week. Spelling tests take place on a Tuesday each week and are used as one strand of evidence towards teacher judgements.

Our Philosophy

- At Blanford Mere, we believe that the teaching of high quality systematic phonic work is the prime approach to decoding print at an early age.
- We enable children to start learning phonic knowledge and skills systematically from when they arrive in Reception with the expectation that they will be fluent readers having secured word recognition skills by the end of Key Stage 1
- To fully prepare the children for the KS1 screening test that takes place in June of each year during Year One.
- We will teach discrete daily sessions progressing from simple to more complex phonic knowledge and skills covering the major grapheme-phoneme correspondences.
- We will enable the children's progress to be assessed.
- We will use a multi-sensory approach so that children learn variously from activities which are designed to secure essential phonic knowledge and skills.
- We will demonstrate that phonemes should be blended in order from left to right.
- We will teach children to apply their phonic knowledge and skills as their first approach to reading and spelling, even if a word is not completely phonically regular.
- Children will be taught High Frequency Words, including common exception words as outlined in the 2014 National Curriculum
- We will ensure that children have the opportunity to read texts and spell words that are within their reach of phonic knowledge and skills, even though every single word in the text may not be entirely decodable by the children unaided.
- We will ensure that children will hear, share and discuss a wide range of high-quality books to develop a love of reading and broaden their vocabulary.