



St Margaret’s at Hasbury CE Primary School **Phonics**

**Statement of Intent, Implementation and Impact.**

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| Intent |
| At St Margaret’s we recognise that phonics is key to our children becoming fluent readers and successful writers. As educators we recognise that our influence, passion and knowledge of phonics play a key role in enabling children to fulfil the ‘word reading’ element of the simple view of reading.  Simple View of Reading  Gough and Tunmer 1986  We recognise that excellent teaching of phonic knowledge is a component of the teaching of reading. Therefore we also ensure that children are taught to be independent readers through the explicit teaching of our VIPER skills and daily engagement with quality ‘real’ texts. Children have time each day to read for information and pleasure.  The aims of our SSP (Systematic Synthetic Phonics) programme are to   * Enable all children to read fluently * Ensure all National Curriculum expectations for word reading are achieved by the end of Year 2. * Provide a structured route for children to be successful in decoding words using phonic knowledge and pass the National Alex PSC in Year 1. (Phonics Screening Check) |
| Implementation |
| St Margaret’s staff have combined the knowledge of Alex Finn who is a consultant with The Little Sutton English Hub, Natalie Tuite aka ‘The Phonics Queen’ and their own expertise to devise a bespoke phonics programme for the school. Our SSP (Systematic Synthetic Phonics) programme complies with the DfEE criteria for validated phonic programmes and has the following components:   * Long term planning outlining what is taught and when. * The order that GPCs (Grapheme Phoneme Correspondences) are taught and the mnemonic for each. E.g. ‘sh as in shell’ with action of holding a seashell to your ear. * A spelling system that can be used throughout school that extends from the mnemonics. This is in the form of ‘ask the question.’ E.g. ‘is it ai as in rain, a-e as in cake, ay as in play.’ * Detailed guidance as to how lessons are structured across the week. * Coloured progressive letter charts linked to sets of GPCs and words that are shared with parents. * Rigorous Assessment system used half termly. * Guided Reading System underpinned by SSP for Reception and Year 1. * Resources and materials reflect our established handwriting scheme; Kinetic Letters. Children are taught the ‘patter’ for forming letters correctly outside of the phonics lesson.   Structure, pace and content of lessons reflect the school’s belief in Rosenshine’s Principles of Instruction. In phonics this can be seen particularly through daily review, small steps, guided and independent practice.  Phonics is taught daily to all children in EYFS and KS1. The length of the lesson ranges from 15 to 45 minutes.  Structure of reading based lessons in Reception and KS1:   * Revision of previously taught GPCs and tricky words. * Rehearsing oral blending of words using GPCs that will be taught in following week. * Reading ‘on the go’ words. * Reading words containing previously taught GPCs fluently. * Learning to pronounce, detect, recognise and apply a new GPC or tricky word. * Practising new knowledge to read words/sentences. * Reading words and/or sentences that are pitched to the next steps of each child.   Structure of writing based lessons in Reception and KS1:   * Quick find and/or quick write previously taught GPCs and tricky words. * Rehearsing oral segmenting of words using GPCs recently taught. * Segmenting and writing of words using GPCs previously taught to achieve fluency. * Learning to pronounce, detect, recognise and apply a new GPC. * Practising new knowledge in spelling and writing words/sentences. * Spelling and writing words and/or sentences that are pitched to the next steps of each child.   Further review and practise sessions occur at other times of the day to ensure automaticity and fluency.  Children receive regular additional intervention if their ability is lower than expected. Teaching Assistants have weekly phonics practise sessions with the Phonics Leader to ensure a consistent and effective approach is in place for interventions. The school has developed five possible reading interventions that children falling behind may need.  A: Securing oral blending  B: Filling gaps in GPC knowledge  C: Word Reading – Sounding and Blending  D: Building Fluency  E: Filling gaps in Tricky Word knowledge  Teaching Assistants are equipped to deliver these to individuals or groups at varying points on the programme as needed.  During phonics lessons that focus on writing children are taught to use letter charts as reference. Children have access to these when writing in other subjects too.    For EYFS:    For KS1:  In Nursery, staff ensure children make progress in specific pre-reading and writing skills. This is done predominantly through quality interactions and continuous provision in the environment. Children also participate daily in a short adult led activity where these skills are taught explicitly.  The specific pre-reading and writing skills are:   * Distinguishing between sounds * Making and changing sounds * Repeating words and phrases * ‘Reading’ and reciting familiar rhymes and texts * Awareness of rhyme and alliteration * Oral blending * Oral segmenting and detecting syllables * Reciting the alphabet * Squiggle whilst you Wiggle and Dough Disco (approach developed by Shonette Bason-Wood). * Daily fine motor challenge   For children who can orally blend and segment they begin to use the GPC flash cards.  Parents are invited during the Autumn Term when their child is in Reception to take part in a Phonics Workshop. Staff explain the systems we have in place and inform parents how to support their child at home. This is by reading lists of graphemes and words based on what has been taught, reading a book from our school’s reading scheme and sharing a ‘real’ book. |
| Impact |
| Children learn to decode words using phonic knowledge in the first instance.  Children experience success in their independent reading of a levelled book and gain confidence to read with fluency and understanding.  Children benefit from a cumulative approach in which previous knowledge is gradually built upon. Children can retrieve knowledge from previous years and terms with automaticity.  Interventions to support children who have fallen behind or are at risk of falling behind are swiftly undertaken.  Children are equipped to apply their phonic knowledge, (where appropriate) to spell words with increasing accuracy by ‘asking the question’ where needed.  Children have appropriate levels of stamina to read and write for sustained periods in any subject as required.  We ultimately aim to ensure that success leads to confidence, independence and consequently a love of reading for pleasure and gaining knowledge. |
| Terminology explained … |
| **GPCs**  Grapheme Phoneme Correspondences. Letters and the sounds they make. E.g. s makes sssss.  **Tricky Words**  Common words that are not phonetically decodable at the time of learning them. Children are taught to identify the ‘tricky’ part of a word so that they can ‘sound and blend’ and ultimately recognise it.  **‘On the Go’ words**  Common words that are phonetically decodable that children are expected to read without the need for sounding and blending.  **Mnemonic**  A way of remembering a GPC by associating an image and action with it.  **Phoneme**  The vocal unit of sound in a spoken word. E.g. when we say cat we blend three phonemes: c-a-t.  **Grapheme**  The written letter or letters that represent a phoneme. E.g. when we write the word cat, we need to use the graphemes: c-a-t.  **Digraph**  Two letters that make one phoneme. E.g ‘oa’ as in boat.  **Trigraph**  Three letters making one phoneme. E.g. ‘igh’ as in light.  **Split digraph**  When a digraph is split within the word. E.g. ‘i-e’ as in kite.  **Letter Chart**  Our lists of graphemes presented in tables for easy reference. Beyond Reception graphemes are grouped according to their sounds. E.g ‘ee’ as in tree is listed with ‘ea’ as in beach, e-e as in athlete. etc.  **Robot Arms**  Arm movements we make when blending sounds orally. E.g. ‘c-a-t-cat.’  **Sound and Blend**  The method we use to decode words using phonics. Point to each grapheme as you say it, then swipe your finger along the word as you blend the sounds to say it.  **Segment**  The method we use to separate the phonemes we can hear in a word in order to spell or write it. E.g. ‘The word is coin, c-oi-n.’ The word coin has three phonemes so we would need three fingers. We hold up one finger for each phoneme as we segment. |