



Phonics at Our Lady and St Philip Neri School

At Our Lady and St Philip Neri we follow the Letters and Sounds programme to teach phonics. This provides a synthetic approach to the teaching of phonics. Our approach is systematic, consistent and rigorous in order that all children become readers as quickly as possible.

We use the same phonics program across the school providing continuity and a vehicle for guaranteed progression. This is supplemented by Floppy Phonics, Dandelion Readers, Songbird Phonics and other ICT games.

Phonics is taught in a highly structured programme of daily lessons across EYFS/KS1 and KS2 in groups differentiated according to children's phonic awareness and development. Each session gives an opportunity for children to revisit their previous experience, be taught new skills, practise together and apply what they have learned.

Phases of the Phonics Programme

Children in Nursery begin with Phase 1 which provides a range of listening activities through play, to develop their listening skills. Progress is tracked at the end of each term.

As children move into Reception they continue to build upon the listening activities and are introduced to Phase 2 which marks the start of systematic phonic work. Grapheme-phoneme correspondence is introduced. The process of segmenting whole words and selecting letters to represent those phonemes is taught writing the letters to encode words.

Phase 3 completes the teaching of the alphabet and then moves on to cover sounds represented by more than one letter (digraphs and trigraphs), learning one representation for each of the 44 phonemes. At this stage just one spelling is given for each phoneme. When children become secure they continue into Phase 4 where they start to read and spell words containing adjacent consonants. No new phonemes are introduced at this phase. Phase 4 is covered over a 4-5 week period and consolidates phase 2 and 3 sounds and oral and aural segmenting and blending skills.

It is expected that children will enter Phase 5 as they begin year 1, looking at alternative spellings for some phonemes and allowing the children to see the range of ways phonemes can be represented.

It is expected that children entering Year 2 will start Phase 6 which develops a variety of spelling strategies including word specific spellings eg. see/sea, spelling of words with prefixes and suffixes, doubling and dropping letters where necessary. Also the accurate spelling of words containing unusual GPC's eg. laughs, two.

The school spelling programs complement the phonics learning from Reception through to the end of KS2. The spelling of high frequency and tricky words are taught continuously throughout the phases.

Phonics Assessment

Children's progress is continually reviewed to allow for movement between ability groups, and children move phonics group when it is felt necessary to meet their needs. Children are formally assessed at the end of each 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.