



Phonics

Subject Intent

At St. Luke's R.C. Primary School, we use the Letters and Sounds scheme to teach phonics. Letters and Sounds is a phonics resource published by the Department for Education and Skills in 2007. It aims to build children's speaking and listening skills in their own right as well as to prepare children for learning to read by developing their phonic knowledge and skills. It sets out a detailed and systematic programme for teaching phonic skills for children starting by the age of five, with the aim of them becoming fluent readers by age seven.

There are six overlapping phases through which the children progress. The children start Phase One in the nursery and are generally secure at Phase Six by the end of Year Two. The table below is a summary based on the Letters and Sounds guidance for Practitioners and Teachers.

<u>Phase</u>	<u>Phonic Knowledge and Skills</u>
Phase One	Activities are divided into seven aspects, including environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and finally oral blending and segmenting.
Phase Two	Learning 19 letters of the alphabet and one sound for each. Blending sounds together to make words. Segmenting words into their separate sounds. Beginning to read simple captions.
Phase Three	The remaining 7 letters of the alphabet, one sound for each. Graphemes such as ch, oo, th representing the remaining phonemes not covered by single letters. Reading captions, sentences and questions. On completion of this phase, children will have learnt the "simple code", i.e. one grapheme for each phoneme in the English language.
Phase Four	No new grapheme-phoneme correspondences are taught in this phase. Children learn to blend and segment longer words with adjacent consonants, e.g. swim, clap, jump.
Phase Five (Throughout Year 1)	Now we move on to the "complex code". Children learn more graphemes for the phonemes which they already know, plus different ways of pronouncing the graphemes they already know.
Phase Six (Throughout Year 2 and beyond)	Working on spelling, including prefixes and suffixes, doubling and dropping letters etc.

The teaching of phonics has a high priority throughout Foundation Stage and Key Stage 1. Phonics is taught daily with consistency and rigour to all children in Foundation Stage, Year 1 and Year 2.

Using giant magnetic letters and phoneme frames, class teachers systematically deliver phonics in a whole class format because it enables staff to ensure application across subjects embedding the process in a rich literacy environment for early readers. Booster sessions are planned and delivered by the teacher for those children who are working below expected levels. Pupils on the SEND register receive one-to-one phonics intervention.

Pupils are assessed at the end of each half-term using Phonics Tracker.

National Curriculum Aims

The curriculum states that by the end of Year 1 pupils need to fulfil the following statutory requirements:

- Name the letters of the alphabet;
- Use the names of the alphabet letters to distinguish alternative spellings of the same sound (e.g. to, too, two);
- Use spelling rules for making words plural by adding "s" or "es";
- Use spelling rules for adding the third person singular marker to verbs (For example, change "I look" to "she looks"; "I dance" to "He dances");
- Add "ing" and "ed" to verbs (e.g. change "help" to "helping" or "helped");
- Add "er" and "est" endings to nouns (e.g. change "help" to "helper" and adjectives (e.g. change "quick" to "quicker" or "quickest");
- Apply simple spelling rules