

Phonics curriculum and Vision Overview

Intent

1. Aims and objectives

“Once you learn to read, you will be forever free.” Frederick Douglass

1.1. We believe that all children should have the opportunity to become happy, confident and fluent readers. We want them to have an early experience of reading that helps them to develop awe and wonder around the words, language and stories they encounter. Through the teaching of phonics, we lay the foundations for their future reading experiences. As the children develop phonological awareness and knowledge, they gain the skills which will enable them to confidently access the early stages of reading and writing and have strategies to tackle unfamiliar words.

We provide a systematic, interactive and engaging phonics curriculum based on Letters and Sounds across the Early Years, Key Stage 1 and Key Stage 2 where required. Our curriculum supports our children in making good progress by meeting their individual needs and enabling them to develop the skills needed to prepare them for the next stage of their education.

1.2. Our aims are to:

- Teach children aural discrimination, phonetic awareness and rhyme to aid reading, writing and spelling development.
- Encourage the use of segmenting and blending so that decoding skills provide a sound foundation for reading, writing and spelling.
- Ensure the teaching of phonics is lively, interactive and investigative.
- Enable children to use phonic awareness across the curriculum.
- Ensure that children know the 44 phonemes within the English language.
- Teach children to recognise the graphemes within words and associate them with the appropriate phoneme when reading and writing.
- Provide children with strategies to identify and decode ‘tricky words.’
- Ensure that all phonics lessons include a wide range of opportunities for children to develop their communication skills and to extend their vocabulary.
- Have a systematic and consistent approach to the structure of phonics and spelling teaching which is followed by all classes daily.

Implementation

2. Phonics Curriculum Overview

- 2.1. Children begin in Nursery with Phase 1. Children need to be able to hear and distinguish between sounds before they are presented with the written form. They are immersed in lots of activities that develop their general sound discrimination and phonological awareness.
- 2.2. We believe that Phase 1 should be instilled in everyday activities throughout the Early Years and Key Stage 1 as reading and writing 'float on a sea of talk' and this develops and enhances vocabulary.
- 2.3. Children will have the opportunity to hear a wide range of stories and play with and explore rhyme and alliteration.
- 2.4. Children in Reception begin with a recap of Phase 1, to ensure that this is secure. In early autumn, they continue to build upon the listening activities and are introduced to Phase 2. This marks the start of systematic phonic work and grapheme-phoneme correspondence is introduced. The process of segmenting and blending whole words and selecting letters to represent those phonemes is taught.
- 2.5. During this phase, the children are also introduced to reading and spelling common and tricky words. Phase 3 completes the teaching of the alphabet and then moves on to cover phonemes represented by more than one letter, learning one grapheme for each of the 44 phonemes. At this stage, just one spelling is given for each phoneme. The reading and spelling of high frequency and tricky words continues to be taught.
- 2.6. When children enter Year 1, they usually begin at Phase 4 where they start to read and spell words containing adjacent consonants. No new phonemes are introduced at this phase. It is expected that children will enter Phase 5 by the end of Autumn A, broadening their knowledge of graphemes and phonemes for use in reading and spelling. They will learn new graphemes and alternative pronunciations for these and graphemes they already know, where relevant.
- 2.7. Children entering Year 2 will usually start Phase 6 which develops a variety of spelling strategies including word specific spellings e.g. see/ sea, spelling of words with prefixes and suffixes, doubling and dropping letters where necessary. They also explore the accurate spelling of words containing unusual grapheme phoneme correspondences (GPCs) e.g. laughs, two.

2.8. As children enter Key Stage 2, provision is made for those children still requiring support with reading and spelling.