

# Phonics

*At Barham CE Primary we recognise that reading is one of the most important ways to make a difference to a child's life chances and phonics is a crucial part of learning to read.*



## Intent - we aim to...

Deliver daily phonics through a high quality phonics programme and consistently implement it to equip children with the skills they need to decode and become fluent readers.

Provide children with books that are closely matched to their phonics abilities so they can be successful when practising.

Support children in catching up quickly by making ongoing assessments and targeting intervention.

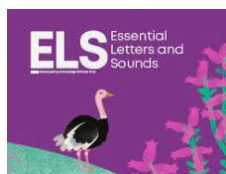
Ensure the highest number of children possible pass the screening check, with expectations that are aspirational yet achievable.



## Implementation - how do we achieve our aims?

We believe that learning to read is key to academic success and this is supported by research from the EEF (Education Endowment Foundation). Phonics teaching is recognised as an important component in the development of early reading skills, particularly for pupils from disadvantaged backgrounds. The EEF considers phonics to be one of the most secure and best-evidenced areas of pedagogy. Studies have shown that an effective Systematic Synthetic Programme (SSP) has a positive overall impact (+ 5 months). Our reading curriculum ensures children have the opportunity to read for practice, read for meaning and read for pleasure. High quality phonics teaching provides children with skills to learn how to read (reading for practice), which enhances reading for meaning and makes reading more pleasurable. Therefore phonics is a vital part of our curriculum as it is the building block on which our reading curriculum is based on.

### A systematic approach



### Access to appropriate books

### Rigorous assessment

We have chosen to use a DfE validated synthetic phonics programme called Essential Letters and Sounds (ELS) as this allows our children to develop a strong phonic awareness and effective blending and decoding skills. The ELS programme is a systematic, synthetic approach to teaching phonics, with clear expectations that are set out progressively term by term from Reception to Year 2.

We use the decodable books from the scheme (Oxford University Press) and supplement them with other decodable readers. The children will have these books to take home for a week so that they can practise more than once to become more fluent. The children will also choose another book to supplement the decodable reader.

Embedded into the programme are assessments to be completed in week 5 of each term, allowing week 6 for immediate intervention. These assessments allow teachers to identify any children that may need extra support. Regular assessment to ensure children 'keep up' rather than 'catch up'.

OxfordOWL



# Implementation...

## PROGRESSION THROUGH THE PROGRAMME



**Phase 1**  
Nursery/pre-school

- Environmental sounds
- Instrumental sounds
- Body percussion
- Rhythm and rhyme
- Alliteration
- Voice sounds
- Oral blending

**Phase 2**  
Reception

- Oral blending
- Sounding out and blending with 23 new grapheme-phoneme correspondences (GPCs)
- 12 new harder to read and spell (HRS) words

**Phase 3**  
Reception

- Oral blending
- Sounding out and blending with 29 new GPCs
- 32 new HRS words
- Revision of Phase 2

**Phase 4**  
Reception

- Oral blending
- No new GPCs
- No new HRS words
- Word structures - cvcc, ccvc, ccvcc, cccvc, cccvcc
- Suffixes
- Revision of Phase 2 and Phase 3

**Phase 5**  
Reception/Year 1

- Introduction to Phase 5 for reading
- 20 new GPCs
  - 16 new HRS words
- Year 1
- Revision of previously taught Phase 5 GPCs
  - 2 new GPCs
  - 9 new HRS words
  - Alternative spellings for previously taught sounds
  - 49 new GPCs
  - 4 new HRS words
  - Oral blending
  - Revision of Phase 2, Phase 3 and Phase 4

**Beyond Phase 5**  
Year 1, 2 & KS2

- With ELS, phonics teaching does not stop at the end of Year 1, but continues as children move through the school, with links being made between their GPC knowledge and spelling
- Revision of all previously taught GPCs for reading and spelling
- Wider reading, spelling and writing curriculum

### Rigorous Practice In Reception & Year 1 phonics lessons you will see...



Phonics is taught daily and has a regular slot on all class timetables

All teachers have access to high quality planning and resources.

All lessons follow a consistent structure.

Children have access to decodable books to read at home.



Phonics is taught in whole class sessions led by the teacher, who explicitly models strategies & skills.

Children work independently, with peers and in guided groups.

Children are encouraged to apply their phonic knowledge in other curriculum areas.

Teachers ensure that all children make progress through the use of precision teaching and targeted intervention groups.



Children are assessed at the end of Year 1 using a Government Statutory Assessment Tool known as the Phonics Screening Check. This screening confirms whether a child has learnt phonic decoding to an appropriate standard and will identify sounds needing further support in Year 2. Children are assessed by their teacher, who is familiar to them. Those who do not pass will continue their phonics lessons in Year 2, alongside their reading lessons. This allows them to consolidate and develop their confidence, ready to retake the screening check at the end of Year 2.

### Extra Support Years 2-6

Although we expect that the majority of children will have successfully completed the Phonics programme by the end of Year 1, we recognise that some children may benefit from further instruction and we will ensure that high quality Phonics provision is in place for:

- Children who did not pass the Year 1/2 Phonics Screening Check
- Children who are new to the country and have no previous experience of English
- Children with SEND who are struggling with decoding.

These interventions will look different for different pupils. You may see

- 1:1 interventions focused on blending and segmenting
- Small group interventions focused on teaching graphemes/blending and segmenting

### Impact – how will we know we achieved our aims?

Children can decode, segment and blend confidently by the end of Year 1 and are ready to move from learning to read, to reading to learn.

Children feel more successful in reading and are more willing to read, because books are matched to their needs.

By implementing high quality intervention effectively and promptly, the majority of children become fluent, confident readers by the end of KS1.

A high number of children pass the Phonics Screening Check at the end of Year 1.