



# Phonics at Roebuck

# Phonics Statement

Phonics is taught in a structured programme of daily lessons across FS/KS1 and KS2, where necessary, in groups differentiated according to children's phonological awareness and development. The Letters and Sounds programme is followed, providing a synthetic approach to the teaching of phonics. This is supplemented by Jolly Phonics, Phonics Play and other phonics games.

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. 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, learning one representation for each of the 44 phonemes. 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. It is expected that children will consolidate phase 4 as they begin Year 1 before entering Phase 5, looking at alternative spellings for some phonemes and allowing the children to see the range of ways phonemes can be represented. In Year 2, children consolidate their understanding before moving onto 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. The accurate spelling of words containing unusual GPC's e.g. laughs, two are also taught.

The spelling of high frequency and tricky words are taught continuously throughout the phases.

## Phonic 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 on-going needs.

The national Phonics screening check is performed in June of Year 1. 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.