

## Phonics and Early Reading at Seven Stars Primary School



### Phonics:

At Seven Stars Primary School, we teach children to read through a daily systematic synthetic phonics programme through EYFS and KS1 (Letters and Sounds).

Discreet phonics sessions are taught daily and are fun and multi-sensory to appeal to the different learning styles. We help the children learn the first 42 sounds via songs and actions.

**Phase 1** concentrates on developing children's speaking and listening skills. The aim is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills.

**Phase 2** The purpose of this phase is to teach at least 19 letters, and move children on from oral blending and segmentation to blending and segmenting with letters. By the end of the phase many children should be able to read some VC (vowel, consonant e.g. *at*) and CVC (consonant, vowel, consonant e.g. *cat*) words and to spell them. They will also learn to read some high-frequency 'tricky' words: the, to, go, no. They will be introduced to reading simple captions.

**Phase 3** The purpose of this phase is to teach another 25 graphemes, most of them comprising of two letters e.g. 'oa' and 'ar', so the children can represent each phoneme by a grapheme. Children also continue to practise blending and segmenting when reading and spelling words and captions. They will learn letter names, learn to read some more tricky words and also begin to learn to spell some of these words.

**Phase 4** The purpose of this phase is to consolidate children's knowledge of graphemes in reading and spelling words containing adjacent consonants and polysyllabic words. These words have **consonant clusters** at the beginning (**spot, trip**), or at the end (**tent, damp**) or at the beginning and end (**trust, spend**)! They also read polysyllabic words (sandwich).

**Phase 5** The purpose of this phase is for children to broaden their knowledge of graphemes and phonemes for use in reading and spelling. They will learn new graphemes and alternative pronunciations for these.

**Phase 6** During this phase, children become fluent readers and increasingly accurate spellers. They focus on spellings and learning rules for spelling alternatives. They will be reading longer and less familiar texts independently and with increasing fluency. The shift from learning to read to reading to learn takes place and children read for information and for pleasure.

To support this, we have additional intervention programmes in place to support children where needed in KS1/Y3 (Fast Track Phonics and Bounce Back Phonics)

### 'Moons' (Nursery)

- Reading and Phonics starts in Nursery (Communication and Language). We believe that developing a love of books at an early age is paramount. Children need to understand story structure, use of repetitive phrases, characters and setting. They need to be able to answer *who, what, where* questions (22-36 months), then answer *how and why* questions and begin to predict what might happen next. (30-50 months).

- Letters and Sounds is used to teach phonics. We use a multi-sensory approach to the teaching of phonics.
- Meaningful experiences are provided throughout time in Nursery to instil in children that reading and writing is valuable and meaningful. This is done in a variety of ways using our provision. E.g. MOTs in role play garage, sending notes to another teacher, writing invitations for an actual party and making lists of party foods to take to Tesco.
- Work is focussed on developing speaking and listening and thinking skills in Nursery. A lot of emphasis is placed on talking and developing vocabulary and storytelling from memory. The use of small world figures to act out parts of stories or making their own stories in role play is invaluable.
- Picture books and telling stories through pictures aids children's understanding and comprehension of stories.
- By the time they have finished Nursery, we strive to ensure that: children have a bank of stories that they can recall and draw upon; children can talk about books they like and can answer simple questions; children can use wider vocabulary when speaking and that they have had opportunities to practise speaking and using new vocabulary during their play.
- In Nursery, we use Pie Corbett storytelling to make stories memorable and sensory.

### **'Rockets' (Reception):**

- Phonics in Reception is initially taught through quality first whole class teaching.
- In Reception class, focused phonics is taught daily following Letters and Sounds. We use a multisensory approach to the teaching of phonics. Phonics is taught effectively and with pace.
- A phonics workshop is provided for the parents during the autumn term. This gives parents the chance to see what we do and to enable them to support their child at home. We also teach them what the phonics sounds are to ensure that they do not "shwa".
- Guided reading books are linked to sounds and follow order of sounds taught. This is then linked to our home readers.
- Sounds are incorporated into the continuous provision areas.
- Children are read to daily. We ensure that this time is enjoyable and meaningful. For example, during these sessions, new vocabulary may be discussed or stories by the same authors will be shared, enabling children to make links and connections between books.