

## Phonics at Yarm Primary School

At Yarm Primary, we aim to provide children with a broad and balanced curriculum, which builds on children's needs and prepares them for the future. We use a project-based learning approach to provide an engaging and purposeful context for learning where pupils are encouraged to apply the skills and knowledge in a range of subjects. We place emphasis on mastering key skills to provide a solid foundation for lifelong learning.

### **Within the national curriculum:**

Pupils should be taught;

to apply phonic knowledge and skills as the route to decode words

to respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes

to read accurately by blending sounds in unfamiliar words containing GPCs that have been taught

At Yarm Primary, our intent is for children to develop excellent phonic knowledge and skills. The impact of this is children becoming confident, successful and fluent readers who can access all curriculum areas and gain a lifelong love of reading. We do this by implementing the highly structured synthetic phonic approach of the Letters & Sounds programme to teach children the sounds needed to decode words. Teachers also use the actions from the Jolly Phonics resource, which we have found allows us to better meet the needs of the whole cohort.

We teach discrete phonic sessions but also include phonics teaching in English sessions and at any opportune times during the school day to integrate learning, beginning in Nursery. We plan our programme around a rich reading curriculum, following careful analysis of gaps in early phonological development. We ensure children are able to discriminate between sounds and link these sounds to those they hear and say in words.

Preparing children for tuning in to and making the sounds in words through activities that support children's discrimination of environmental and instrumental sounds, playing with voice sounds and alliteration and eventually beginning to blend and segment orally is developed throughout early years. The adaptation of daily singing in the classrooms allows for a curriculum rich in rhythm and rhyme, linking percussion activities to syllabification; the building blocks for later success in spelling.

Children are taught the 42 main letter sounds. This includes alphabet sounds as well as digraphs such as sh, th, ai and ue. Using different multi-sensory methods, children learn how to form and write the letters. Children are taught how to blend the sounds together to read and write new words. Children are taught to segment words, as listening for the sounds in words gives children the best start for improving spelling. Tricky words have irregular spellings and children learn these separately. They begin to build on their knowledge of alternative spellings of sounds in Reception and throughout Year 1.

Typically, the development looks like this:

In Nursery, we begin by developing hearing and discriminating sounds, then introducing letter sound – grapheme correspondence through actions and songs.

Children typically enter Reception working on Phase 2, where there is a focus on blending and segmenting.

The number of sounds typically expected to be secured in Reception are:

by end of Aut 2, 25 sounds; by end of Spr 2 an extra 35 sounds with 42 sounds at the end of the phase.

On transition, Y1 are typically working within Phase 5.

The impact of the programme is assessed routinely and gaps recorded and worked on through daily flash card work. If children are not on track, activities are adapted and consolidation work offered both in and outside of main lessons.

The phonics screening check is taken individually by all eligible children in Year 1. If children do not reach the pass mark then they retake in Year 2. The test helps to inform phonic teaching. Structured, targeted Interventions are put in place for children who are identified as not making expected progress. Teaching programmes are also adapted and consolidation work given to address any individual needs.

Academic year	Year 1	Year 2 retake
2019- 2020/Autumn 20	88%	4 pupils
2018 – 2019	90%	9 pupils – 56%
2017 – 2018	90%	4 pupils – 25%
2016 – 2017	90%	7 pupils - 43%



