



Forever Learning: Limitless potential for every child

Our Phonics Curriculum

Purpose of Study

Phonics is a way of teaching children how to read and write. It helps children hear, identify and use different sounds that distinguish one word from another in the English language. Written language can be compared to a code, so knowing the sounds of individual letters and how those letters sound when they're combined will help children decode words as they read. Understanding phonics will also help children know which letters to use when they are writing words. Phonics also helps children develop their knowledge of vocabulary through exploring the meaning of words with similar and alternative sounds.

We use Unlocking Letters and Sounds which was validated by the DfE in December 2021. We begin teaching phonics in the first few weeks of term 1 in Reception and children make rapid progress in their reading journey. Children begin to learn the main sounds heard in the English Language and how they can be represented, as well as learning 'Common Exception' words for Phases 2, 3 and 4. They use these sounds to read and write simple words, captions and sentences.

Children leave Reception being able to apply the phonemes taught within Phase 2, 3 and 4. In Year 1 through Phase 5a, b and c, they learn any alternative spellings and pronunciations for the graphemes and additional Common Exception Words. By the end of Year 1 children will have mastered using phonics to decode and blend when reading and segment when spelling. In Year 1 all children are screened using the national Phonics Screening Check. In Year 2, phonics continues to be revisited to ensure mastery of the phonetic code and any child who does not meet age related expectations will continue to receive support to close identified gaps.

Intent		
Skills	Knowledge	Learning Behaviour
<ul style="list-style-type: none">• The ability to decode the written word is a crucial element in reading success.	<ul style="list-style-type: none">• Children learn the most common sound-spelling relationships (so that they can decode, or sound out, words).	<ul style="list-style-type: none">• To develop confident, fluent readers and writers• To develop confident spellers• To develop children who read confidently and understand what they are reading

<ul style="list-style-type: none"> • The ability to match the sounds of spoken English with individual letters or groups of letters • To blend the sounds of letters / groups of letters together to decode written words • To segment words into individual sounds for spelling • To comprehend text and understand what is read and written 	<ul style="list-style-type: none"> • Children learn the alternative sounds for some letters and groups of letters (so that they can decode, or sound out a wider range of words) • Children learn to blend sounds orally for decoding • Children learn to segment words into individual sounds • Children learn to recognise the tricky words • Children learn to recognise spelling patterns 	<ul style="list-style-type: none"> • To develop a love of reading for pleasure
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Implement

Learning strategies	Resourcing	Timings
<ul style="list-style-type: none"> ❖ Follow the Revise, Teach, Practise and Apply method of teaching. <ul style="list-style-type: none"> • Revise previous GPCs and sounds/spelling and grammar strategies learned • Teach new GPC / spelling / grammar strategy • Practise newly taught GPC / spelling / grammar strategy • Apply newly taught GPC / spelling / grammar strategy ❖ Letter names must be taught alongside letter sounds ❖ Each day must have a segmenting / blending focus to support spelling and reading ❖ Sound buttons and 'Phonic Fingers' are to be used to support segmenting and blending ❖ There must be phonics activities in the area where children can practise their new knowledge and apply it, especially during busy times under adult supervision to address any misconceptions <ul style="list-style-type: none"> ❖ Challenges are to be built into each lesson e.g. 'what other words do we know with that sound?', 'how many ways can you write the 'oa' sound etc. ❖ Practise the reading of real and alien words when phonics lessons are over - not during the lesson as ULS does not use pseudo words ❖ Apply the use of phonics at every available 	<ul style="list-style-type: none"> • Resources for each lesson must match the learning needs of all the children in that group / class • Resources must be from ULS which can be found on their website • Whiteboards and pens need to be used in every phonics lesson. • ULS lesson plans and slides to be used only for the lesson. • Available in school: <ul style="list-style-type: none"> ❖ Phonics display in the corridor ❖ Various websites e.g. ❖ ULS, Phonicsplay, geraldine the giraffe, Mr T's phonics - youtube lessons helpful for parents ❖ Phonics display in classrooms 	<ul style="list-style-type: none"> • Phonics is taught in a daily lesson lasting from 20 mins at the beginning of Reception to 25- 30 minute sessions in Year 1 • Phonics is embedded in EYFS from Phase 1 body percussion in Nursery to Phases 2 - 4 in Reception. • Phonics is revisited at the start of Year 2 for the whole cohort for phase 5. Children who are not at this capability are to have interventions during this time lasting 25-30 minutes.

<p>opportunity e.g. in all subject areas when modelling reading and writing.</p>		
<p>Cross Curricular/ local Links</p>	<p>Hooks into learning/theme days</p>	<p>Vocabulary</p>
<ul style="list-style-type: none"> ● Apply the use of phonics at every available opportunity e.g. in all subject areas when modelling reading and writing e.g. the reading of word problems in maths, the writing of additional sentences at the end of a History task. 	<ul style="list-style-type: none"> ● Challenges as the children start the lesson e.g. how many ways do we know to write the 'ay' sound?, what digraph do all the words for these pictures contain? Etc. ● Stories (from ULS ransom website, books are online for echo reading) attached to the GPC the children are learning ● Active games / tasks for the practise in learning areas 	<p>Phonics Sounds Phonemes Graphemes GPCs Digraph Trigraph Captions Sentences</p>
<p>Impact</p>		
<p>Confidence</p>	<p>Enthusiasm</p>	<p>Reflective application</p>
<ul style="list-style-type: none"> ● To develop confident, fluent readers and writers ● To develop confident spellers ● To develop children who read confidently and understand what they are reading ● To develop a love of reading for pleasure 	<ul style="list-style-type: none"> ● Give children a great, enjoyable experience of learning to read so that they will develop a deep and lasting interest for, love of and enthusiasm for reading for pleasure too ● An enthusiasm for writing across a range of genres 	<ul style="list-style-type: none"> ● Build on the children's natural curiosity and develop reading and spelling skills by allowing them to be risk takers when reading to others. ● Encourage self-assessment, perseverance and responsibility ● Build on children's self-confidence to enable them to read and write independently ● Develop the children's social skills to work cooperatively with others
<p>Useful Links</p>		
<p>Resources are available on-line in:</p> <ul style="list-style-type: none"> ❖ Letters and Sounds ❖ Gov.uk ❖ Phonicsplay ❖ ULS Ransom resources 		