



Phonics teaching at St Stephen's Tockholes



Phonics teaching at St Stephen's Tockholes follows a six phase programme called Letters and Sounds, starting at foundation stage and continuing through key stage 1. Phonics sessions are taught daily for 15 minutes and comprise of a multisensory approach using a variety of resources and teaching styles. This includes the use of games, using interactive resources and table activities and opportunities to read and to write.

Lessons follow this structure

Revisit and review – where previously taught sounds are revised.

Teach – new graphemes and new high frequency words are taught.

Practise – your child will practise writing letters and words, using a variety of media.

Apply – there will be opportunities to read and write captions and sentences.

Cursive handwriting is taught alongside phonics from foundation stage and your child will spend time practicing new joins throughout the week.

standard

dotted

lined

outline

dot dot dot dot

Progression

Children are regularly assessed, streamed into different ability groups and will be taught the phase at which they need to develop. Resources and activities are carefully planned to ensure that phonics sessions are well prepared for, quick fire and progressive.

Phase 1 (foundation stage) This phase focuses on speaking and listening skills. There will be opportunities for sound walks where children listen carefully to sounds around them and rhyme and story based activities.

Phase 2 (foundation stage) This is the beginning of a systematic and high quality phonics teaching approach. There will be opportunities for your child to practise the newly taught sounds and words throughout the day. This phase starts with the teaching of the sounds that these letters make: s, a, t, p, i, n. They will then be able to begin using these sounds to blend and segment words and read simple captions. For example sat, pin, pat, tin.

Phase 3 (foundation stage) This phase moves on to the teaching of sounds represented by more than one letter. For example; oa, ay, oo. Children will begin reading captions, sentences and questions using these sounds.

Phase 4 (foundation stage) This phase concentrates on the teaching of adjacent consonants e.g swim, jump, clap.

Phase 5 (through year 1) Children learn different ways of pronouncing the graphemes they already know. For example: ay, ai, eigh.

Phase 6 (through year 2) Children work on spelling, including prefixes and suffixes, doubling and dropping letters.

Some children may need further support with phonics. If this is the case this support will continue throughout key stage 2 in a small group intervention called Read Write Inc.

At the end of year one, your child will complete a phonics assessment which is a combination of real words and pseudo words (made up words). The aim of the activities are to assess how your child uses their knowledge of phonics to read the words. You will be notified of your child's result and if your child does not achieve the benchmark grade, further intensive support will be given in year two.

Terminology

Phoneme – a sound in the word.

Grapheme – a letter or sequence of letters that represent a phoneme.

There are a wealth of resources available for you to support your child with phonics.

Two websites we would recommend are:

<http://www.phonicsplay.co.uk>

www.letters-and-sounds.com

a_e i_e o_e
au e_e u_e
ie ay ea ir aw
ae ay au ew
ph ey ue wh