The Teaching of Phonics

At Chesterton Primary we strive to ensure that all children become successful, fluent readers by the end of Key Stage One and believe this is achievable through a combination of strong, high quality, phonics and reading teaching. The Rose Report (2006) emphasised high quality phonics as an important part of the word decoding skills required by children to develop higher level whole language and comprehension skills. This approach is in alignment with our belief that we first ‘learn to read’ and then ‘read to learn’. This policy is aimed at reinforcing a consistent, high quality approach to the teaching of phonics across the Early Years Foundation Stage, (EYFS,) Key Stage One and on into Key Stage Two for children who still need this further support.

Aim

To teach children aural discrimination, phonemic awareness and rhyme to aid reading, writing and spelling development.

 To encourage the use of segmenting and blending so that decoding skills provide a sound foundation for reading, writing and spelling.

To enable children to use phonic awareness across the curriculum.

To ensure that children know the 44 phonemes within the English language.

To teach children to recognise the graphemes within words and associate them with the appropriate phoneme when reading.

 To provide children with strategies to identify and decode ‘tricky words.’

At Chesterton Primary, we teach phonics ***Story Time Phonics***. It instils a sense of awe and wonder around books and we provide children with memorable experiences which connect learning to read with pleasure. At the heart of ***Story Time Phonics*** it instils a love of books and then contextualise the learning of phonics making learning to read meaningful and memorable. In year 2 and Key Stage Two interventions are based around Storytime phonics, and regular assessments are taken to ensure specific needs are being met.

Planning and assessment

All Year One children take the ‘Phonics Screening Check’ - a statutory assessment required by legislation. Those who do not meet the pass mark will be given support and intervention programmes in Year Two, to provide them with sufficient knowledge and understanding to re-take the ‘Phonics Screening Check’ and obtain a pass mark. Those children who do not obtain the required level set by the ‘Phonics Screening Check’ will be further supported throughout the year and across Key Stage Two with a phonics and/or spelling intervention programme.

Planning for phonics will be done separately from literacy but with the understanding that good phonics teaching should link to the literacy needs of the children within a literacy lesson and across the curriculum. Each Phonics lesson should include the following sections:

* Revise – Overlearn the previous graphemes and words
* Teach – Introduce a new grapheme / words
* Practise – Develop GPCs (grapheme phoneme correspondences) /read and spell new words
* Apply – Use the new graphemes / words in games and activities to secure knowledge

Half termly individual assessments will identify any gaps in learning, and the children will be provided an opportunity to address these. Regular phonics screening checks also ensure children are on track, or identify children that need extra support.

Key Vocabulary for Phonics Teaching

**Phoneme**: The smallest unit of sound in a word. Phonemes may be written with more than one letter eg d**ay**. The word start has 4 phonemes - **s - t - ar - t**. The word church has 3 phonemes - **ch - ur - ch**. The word strap has 5 phonemes - **s - t - r - a - p**.

**Grapheme**: The letter or letters that are used to write a phoneme.

**Digraph**: A two letter grapheme where two letters represent one phoneme or sound eg **ar, ea, er, oi, ch, th**

**Vowel Digraph**:A two letter grapheme that represents a vowel phoneme or sound eg **ay, ee, oi**

**Split Vowel Digraph**: A two letter grapheme that represent a vowel phoneme or sound where the sounds are pushed apart by another letter. This digraph often used to be referred to as a magic e eg c**a**k**e**, b**i**t**e**, ph**o**n**e,** th**e**s**e**, c**u**b**e**. It is used for the long vowel sounds.

**Trigraph**: A three letter grapheme where three letters represent one phoneme or sound eg **air, igh, ear**

**Blending**: Building words for reading by pushing together all the phonemes or sounds in the word.

**Segmenting**: Splitting up words for spelling by breaking up words into all their sounds and then working out what letter or letters are needed to represent each sound.

**Short vowel sound**: The sound that the letters a, e, i, o, u make in a word eg c**a**t, p**e**g, h**i**t, n**o**t, s**u**n.

**Long vowel sound**: The sound that is like the names of the vowel letters. The long vowel sounds are often represented in more than one way by digraphs and trigraphs eg m**ai**n, st**ay**, c**a**k**e**, s**ee,** s**ea**t, m**i**c**e**, l**igh**t, c**oa**t, b**o**n**e**, gl**ue**, sp**oo**n.