

Letters and Sounds

The **letters and Sounds** programme starts in pre-school, exploring and understanding sounds and building on listening skills such as instrumental sounds, voice sounds, sounds in different environments and oral segmenting and blending.

This is phase one.

Phase two is also developed in pre-school but also built upon in Foundation Stage. 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 and CVC words and to spell them either using magnetic letters or by writing the letters on paper or on whiteboards.

At **phase 3** children should be segmenting and blending CVC words. This will be taught to some pre-school children, if ready, but will usually start in Foundation Stage. Phase 3 will involve teaching children a further 25 graphemes- written representatives of phonemes (sounds) i.e. au, or and aw. They will also build up their word bank of reading 'tricky words' such as 'you'

Phase 4 is taught during Foundation Stage and beginning of year 1. Children will be able to read and spell words by segmenting and blending. They will know up to 42 phonemes as graphemes. The purpose of this phase is to consolidate children's knowledge of graphemes in reading and spelling words containing adjacent consonants and polysyllabic words.

Phase 5 is taught through year 1. 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. When spelling words they will learn to choose the appropriate graphemes to represent phonemes and begin to build word-specific knowledge of the spellings of words.

By the beginning of **Phase Six**, the children should be able to read hundreds of words. Children should either be reading words automatically or segmenting and blending. During this phase, children become fluent readers and increasingly accurate spellers. Different grammar and spelling alternative are taught.

Aims and Objectives

Our aim is for children at Ardley to be confident and independent readers by the end of KS1. We want to establish consistent, high quality practice, progression and continuity in the teaching and learning of phonics and spelling throughout the school.

Ardley Hill Academy Phonics Policy

Helen Trevor- Phonics Lead

Phonics
ee ur ow
wh y au

Rationale

High-quality phonic teaching secures the crucial skills of word recognition that, once mastered, enable children to read fluently and automatically. Once children are fluent readers, they are able to concentrate on the meaning of the text. Children need to acquire secure and automatic decoding skills and progress from 'learning to read' to 'reading to learn' for purpose and pleasure. The ultimate goal of learning to read is comprehension.

Assessment

Assessment of phonics is ongoing. LSA's, TA's and teachers are constantly assessing children's confidence and ability to recognise letters and sounds. Phase one begins in pre-school building on listening skills. Teachers and TA's assess children using phase record sheets, often done every half term but this could be moved forward if a child is showing strengths/weaknesses within a phase. Children at the end of Foundation Stage and in years 1 and 2 are tested half termly with previous phonics screening tests. The data is tracked and analysed and feedback is given to teachers, TA's and Head.

Phonics at Ardley

Phonics at Ardley Hill is multi-sensory, systematic and well-paced. Phonics is part of broad and rich curriculum that engages children in a range of activities and experiences to develop their speaking and listening skills and phonological awareness. Children's progress in developing and applying their phonic knowledge is carefully assessed and monitored. We ensure the children are applying their skills daily, across the curriculum and embed their learning. **Children in year 1** have two phonics lessons a day- one as a whole class and one in a streamed group. Children are also taken out in small intervention groups throughout the day. We use **Jolly Phonics** as an aid and resource and **Phonics Play** for planning and resources. Despite passing the screening check we still assess and provide extra phonic sessions for children in year 2.

Extended learning & Parental Involvement

We actively send home phonics, reading and writing information for parents. We have held successful and popular phonics and English evenings which parents have found very informative.

We provide the resources and letters and sounds documents on our school website. Resources are put in the children's homework for parent to access and complete with their children.

Additional adult support is provided for children when identified to have different needs. The children who receive this support are assessed regularly.

Phonics	Ardley	National
2015	50	77
2016	68	81
2017	83	81
2018	92	82
2019	95	82
2020covid	75	