

Phonics at Chulmleigh Primary school

At Chulmleigh Primary School we are committed to the delivery of excellence in the teaching of Phonics. We aim to develop each child so that they are able to read with fluency, as well as develop a love of reading that will stay with our children all their lives.

What is Phonics?

Phonics is a method for teaching the sounds and spelling patterns of the English language and is taught every day, and throughout the day, at school.

- It is the knowledge of letters and the sounds they make
- It gives us the skills of blending these sounds together to read words
- Through phonics, we learn the skills of segmenting the sounds in a word and choosing the correct letters or groups of letters needed to spell it
- Phonics is the first step to word recognition
- The ultimate goal for all our children is to be able to automatically read all words, both decodable (words that can be sounded out phonic skills) and common exception words ('tricky' words that do not always follow phonic rules)

Correct pronunciation of phonemes is very important in helping children read and spell correctly. At Chulmleigh Primary School, we hold parent information sessions at the start of the Reception year to ensure that parents are aware and are using this correct pronunciation. We are also happy to offer support at other times - please just ask!

Floppy's Phonics

We use the systematic and structured Phonics Programme, Floppy's Phonics. Floppy's Phonics is in line with the Systematic Synthetic Phonics (SSP) teaching principles described in the 'English programmes of study: key stages 1 and 2 – National curriculum in England' which is statutory from September 2014.

The Floppy's Phonics programme teaches the letter/s-sound correspondences of the English alphabetic code explicitly and comprehensively for reading and spelling. It includes the characters of Floppy the dog, Biff, Chip and Kipper and their family and friends, which engages children fully for the phonics teaching & learning, vocabulary enrichment and language comprehension.

Initially children's listening skills are developed through the use of music, environmental sounds and rhyme. During their journey through the Early Years Foundation Stage and Key Stage 1 they are taught the 44 phonemes (sounds) that make up all the sounds required for reading and spelling. These phonemes include those made by just one letter 'b as in bed' and those that are made by two 'ai as in rain or three letters 'igh as in high'.

Children are taught the key skills of blending sounds together for reading and segmenting (breaking up) words for spelling.

As the children grow in confidence and experience, they are introduced to alternative ways of representing the same sound, e.g. 'ee' can be represented as 'ee, as in bee', 'ea as in tea', 'e-e as in theme' and 'e as in we'. They also learn when to apply simple spelling rules and use verbs in the correct tense.

We ensure that our teaching of phonics is rigorous, structured and enjoyable. In Reception to Year 2, children have daily phonics sessions where they are introduced to new phonemes, explore, practise and revise previous learning and have plenty of opportunities to apply the knowledge they gain.

We use a range of multisensory strategies to enthuse and engage the children, including the use of interactive whiteboards, magnetic letters, grapheme tiles, speaking and listening, and practical activities. Children work with pace and are encouraged to apply their knowledge across the whole curriculum.

New phonemes will be taught using the correct articulation and terminology and all children will use this terminology in their learning e.g. phonemes, digraphs, trigraphs, split-digraphs.

In every lesson

At the start of every lesson phoneme flashcards are used as a quick warm up to refresh and rehearse previous sounds for each phase. This will be differentiated for each year group. Phoneme flashcards can also be used throughout mini-plenaries and independent learning when children are practising phonemes. Lessons follow the structure outlined below through the teaching of skills and sub-skills.

REVISIT & REVIEW: Revise previously taught sounds and graphemes using flashcards, frieze and Say the Sounds Posters

TEACH: Introduce new sound and grapheme using flashcards, frieze and the Interactive Resources

PRACTISE: Pupils practise new and revised sounds and graphemes, Sounds and Letters books and activities

APPLY: Pupils extend their core skills with words and sentences using cumulative texts and grapheme tiles

CONSOLIDATE: Pupils use the Interactive Resource activities and the end pages of the Sounds & Letters Books to consolidate code knowledge and their skills

PRACTISE READING: Pupils read phonetically decodable fiction and non-fiction books as independently as possible

Phonics and beyond

From Year 2, children who have met age related expectations and finished the phonics programme will then be taught using a programme called Decision Spelling - a dyslexia friendly spelling approach - which further builds on their knowledge of spelling and grammar. Children who are still working within the phonics programme will receive extra support to complete their phonics education either through further systematic phonics teaching or through incidental phonic tuition, depending on their need. Children may be taught in their own classes and others may work in 'stage not age' small groups to enable them to access the support which they need. Children are assessed regularly and groupings are altered accordingly if necessary.

High Frequency Words (HFWs)

These are common words that are useful for children to learn to read and spell. As children progress through the phases of Letters and Sounds, they are introduced to sets of HFWs. These are sent home in Home/School Diaries, for children to practise.

Some words are *decodable* which children can blend to read e.g. then, with.

Some are *tricky words* e.g. said, which are not phonically decodable and are learned by sight.

However some tricky words do become decodable as children move through the programme e.g. when, why.

Strategies for learning spellings

- Syllables - break it into smaller bits to remember (e.g. Sep-tem-ber)
- Root words - find its base word (e.g. Smiling = smile + ing)
- Analogy - use words that I already know to help (e.g. could: would, should)
- Mnemonics - make up a sentence to help remember it (e.g. could – O U Lucky Duck; people – people eat oranges, penguins lay eggs)

Oxford Reading Tree Floppy's Phonics Sounds and Letters

