

Phonics at Stanley Grove Primary Academy



At Stanley Grove Primary Academy we provide a curriculum that has been designed for our community. Our carefully selected drivers shape the curriculum, bring about the aims and values of the school, and respond to the particular needs of our pupils:

Communication: we listen, express ourselves, collaborate and perform with confidence; Exploration: we are curious to dig deeper, make links and have new experiences; Creativity: we are reflective and use our imaginations to problem solve and create something new of value. Blending knowledge and skills, our curriculum is rich in language and vocabulary, and learning is supported through enriching experiences.

As a Gold UNICEF Rights Respecting and Nurture UK school, we promote children's rights, nurture principles and the British values of democracy, rule of law, individual liberty, mutual respect and tolerance of others.

Why we teach Phonics

We teach phonics to equip children with the tools they need to read and write words. Learning to "crack the code" ensures that children can become fluent readers and apply their phonic skills to their writing. Reading is an essential skill that children take with them through their school careers and later in life. Government research shows that a structured programme of synthetic phonics with gradual progression to the more complex sounds is the most effective method for teaching young children to read.

How we teach Phonics

At Stanley Grove Primary Academy, we teach phonics using the Government validated scheme, Little Wandle Letters and Sound Revised. This is a systematic, synthetic phonics programme which enables children to "grow the code", gradually mastering phonics to develop reading fluency and spelling skills. Across school, staff and pupils consistently use the same language, mantras and routines. These are well embedded and ensure a smooth transition as children move through the school.



What Phonics looks like at Stanley Grove

Phonics is taught by well trained, skilled and knowledgeable staff and most children use their phonic knowledge to become fluent readers who can apply their phonic knowledge to writing.

The importance of phonics and the consistency of our approach is evident in our school. "Grow the Code" displays in classrooms and shared spaces, ensuring children know where to look for visual support; lessons and groups observe the same mantras and routines.

Parents attend a phonics workshop at the start of Reception, Year 1 and Year 2 to ensure they feel involved and engaged at the earliest stage.

Pupils in Reception and Year 1 (and those higher up the school as needed) take home a carefully matched phonetically decodable book each week which can also be accessed as an e-book.

Assessment

The Little Wandle assessment tracker is used to check progress and identify gaps so that children are offered the right support.

Assessment for learning is used constantly during lessons and interventions, to track and address gaps as they appear. Children struggling with a particular skill or GPC in class will be able to practise this in keep up sessions.

Summative Assessment is used:

- termly to assess progress, check gaps and plan additional support.
- termly pupil progress meetings to track and address attainment gaps between different groups.
- to assess new pupils in order to identify gaps and plan support.

Statutory assessment

Children in Year 1 sit the phonics screening check. Those who do not pass this in Year 1 will receive Rapid Catch-up in Year 2. This will continue in Year 3 as needed.

Foundations for phonics in Nursery

Foundations for phonics contributes to the provision for 'Communication and language' and 'Literacy'. We facilitate child and adult led activities that focus listening and attention and support pupils in tuning into sounds. This ensures children are in a good position to start learning grapheme-phoneme correspondences in Reception. Activities include:

- a stimulating, language rich provision.
- sharing and enjoying high quality stories and non-fiction texts.
- sharing and enjoying a wide range of rhymes, poems and songs.
- modelling of high-quality language by adults.
- Games that provide opportunities for oral blending and distinguishing initial sounds

Daily phonics lessons in Reception and Year 1

In Reception we start with daily 10-minute lessons and additional oral blending practice and quickly move to 30-minute lessons. In Year 1, children access a daily 30-minute phonics lesson. Friday is review day where children consolidate the week's learning. In the autumn term, 30-minute daily phonics lessons continue in Year 2.

Additional support

Children needing extra support:

- Reception and Year 1 have a daily keep up session - some children may access the Little Wandle SEND graduated approach programme.
- Years 2 children, not reaching the Phonics Screening Check standard, access a daily phonics lesson as well as Rapid Catch-up.
- Years 3 have a daily Rapid Catch-up session.
- Children in Years 4 to 6, who are not secure in phase 5, receive a 20-minute daily Rapid Catch-up session.

Links: These three videos show how to pronounce the sounds

https://www.youtube.com/watch?v=-ZtjFlVA_fs

How to say Phase 2 YR Au1 sounds.

<https://www.youtube.com/watch?v=qDu3JAjf-U0>

How to say Phase 2 YR Au2 sounds.

<https://www.youtube.com/watch?v=DvOuc7cWXxc>

How to say Phase 3 YR Sp1 sounds



