



St Francis

Catholic Primary School

Phonics at St Francis Catholic Primary School

Why do we teach Phonics?

The purpose of teaching phonics is to encourage and enable children to become enthusiastic, independent readers and writers. At St Francis, we believe it is important to provide an opportunity for children to have sound phonic knowledge to be able to read independently and to be a part of whole-class reading. The skills taught are continually emphasised during all reading opportunities. "Letters and Sounds" is a systematic approach which teaches grapheme- phoneme correspondence in a clearly defined, incremental sequence.

Using the Letters and Sounds Program, by the end of -

EYFS – Children should be able to read and say, all single letter sounds and some digraphs. Using Jolly Phonics to supplement learning.

Year 1 – Children should be able to read phonemes, including, digraphs, tri-graphs and alternative spellings of sounds. To be able to read the sounds within real and 'nonsense' words. Complete the Phonics Screening Test. Use Ruth Miskin's – RML to supplement learning.

Year 2 – consolidation of all sounds. Use phonic knowledge to spell words. Begin Phase 6 Letters and Sounds to learn spelling rules.

Key Stage 2

Throughout Key Stage 2, children who have not met the required standard for phonics at the end of KS1 are further supported through small group interventions. This supports them to develop fluency and accuracy in their reading. Assessments are repeated termly to check on the progress that pupils have made to reach the required standard.

Assessment

The statutory Year 1 Phonics Screening Check which will take place during a week in June.

The check is a list of 40 words which children will read one -to-one with their class teacher. It will assess phonics skills and knowledge learned through Reception and Year 1.

It will check that your child can:

- Sound out and blend graphemes in order to read simple words e.g. n-igh-t ☒ ·Read phonically decodable one-syllable and two-syllable words, e.g. cat, sand, windmill. ☒ ·Read a selection of nonsense words which are referred to as ‘pseudo words’.

Formative assessment is continually used to monitor acquisition of phonetically decodable words and planning amended accordingly.

Summative assessment is undertaken at the end of Year 1 and for certain children at the end of Year 2. It is also used as appropriate, as part of the intervention practices in Key Stage 2.

20 minute Daily Phonics lessons for should occur using the ‘Review, Teach, Practice, Apply’ process:

