

How we teach phonics at High Littleton Primary School

We use *Unlocking Letters and Sounds* as our validated Phonics scheme.

We begin teaching phonics as soon as the children begin school full time (Week 3) and children make rapid progress in their reading journey throughout Reception and Key Stage 1.

In **Reception** children begin to learn phonemes and their representative graphemes as well as reading 'Common Exception' words for Phases 2, 3 and 4. They use these sounds to read and write simple words, captions and sentences. Children leave Reception being able to apply the phonemes taught within Phase 2, 3 and 4.

In **Year 1**, through Phase 5a, b and c, they learn any alternative spellings and pronunciations for the graphemes and additional Common Exception Words. By the end of Year 1 children will have mastered using phonics to decode and blend when reading and segment when spelling. In Year 1, all children are screened using the national Phonics Screening Check.

In **Year 2**, phonics continues to be revisited to ensure mastery of the phonetic code until the end of Term 2. There is a specific focus on alternative spellings, sounds and common exception words.

Any child who does not meet age related expectations will continue to receive support to close identified gaps via personalised intervention programmes including precision teaching, intervention groups and daily reading.

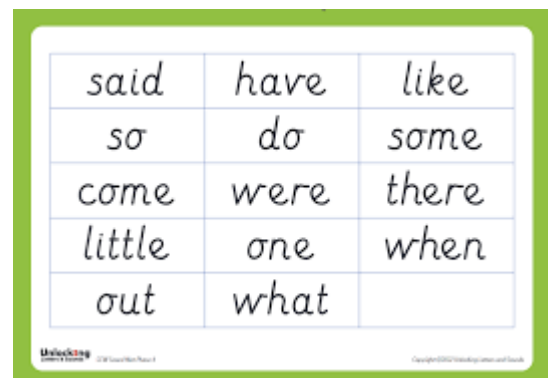
At High Littleton Primary School we promote a 'phonics first' approach. The books children take home are very closely matched to a child's current phonics knowledge so that every child can experience real success in their reading. In these crucial early stages of reading we primarily use books from Floppy Phonics, Big Cat Collins, Word Sparks and ULS scheme books to ensure complete fidelity to the Unlocking Letters and Sounds progression we follow.

Once children progress beyond decodable texts, they move onto our Accelerated Reader book scheme so that they can continue to progress in their decoding, fluency and comprehension skills to become avid, expert readers.



Structure of a Lesson

The structure of a phonics lesson is the same for YR to Y2. A lesson begins by a **revisit** of Grapheme Phoneme Correspondence, 'Common Exception' words and practising segmenting and blending. A **teach** section is delivered to the children to teach/revisit a new GPC (depending on the year group). Children then have the opportunity to **practise** what they have learnt by further reading and spelling. They then **apply** by either reading or



writing a sentence. Finally, children are able to **revise** and teachers can address any misconceptions.

Assessment

To ensure no child is left behind at any point in the progression, children are regularly assessed and supported to keep up through bespoke 1-1 interventions. These include GPC recognition and blending and segmenting interventions. The lowest attaining 20% of pupils are closely monitored to ensure these interventions have an impact. Phonics Tracker is used as a tracking tool.