

Phonics at Warnham CE Primary School

INTENT

At Warnham, we are passionate about ensuring all children become confident and enthusiastic readers and writers. We believe that phonics provides the foundations of learning enabling our children to become fluent readers and writers. Through daily, systematic and consistent high quality phonics teaching, children learn to segment words to support their spelling ability and blend sounds to read words. To allow our children to develop a strong phonic awareness and effective blending and decoding skills, we have chosen to use a synthetic phonics programme called Song of Sounds. Song of Sounds is a method of learning centred around letter sounds and phonics, blending sounds together to read and spell words and applying these skills across the curriculum. Using Song of Sounds the children learn to read fluently so that they can put all their energy into comprehending what they read. We passionately believe that teaching children to read and write independently is one of the core purposes of a primary school enabling them to access a broad and exciting curriculum and ensuring they flourish as learners throughout their time at our school. These fundamental skills not only hold the keys to the rest of the curriculum but also have a huge impact on children's self-esteem and future life chances.

Note: we are currently going through a transition phase as we move our teaching from Letters and Sounds to Song of Sounds.

IMPLEMENTATION

We begin, in Reception, by teaching the children pre reading skills including sound discrimination, robot talk and rhyme. Our daily phonics sessions include a sound song, a visual mnemonic, and a physical action as a hook into the learning. Phonic sessions ensure the children have opportunities to rehearse listening, blending and segmenting skills daily. Our phonics programme ensures sounds are taught at an appropriate pace for each year group.

Children can start blending sounds into words as soon as they know a small group of letters well. Once the children have been taught the first few sounds they are then taught assisted blending using the sounds that they know. During lessons children are taught to hear sounds and blend them together in sequence to make a word. We start with blending oral sounds, then progress to reading the letters and blending them together to read the word. Our aim is for the children to read the sounds effortlessly.

In addition to teaching sounds to aid word reading and writing we also teach the children tricky words which are explained as words that we cannot sound out.

	Sounds:
EYFS	s a t p i n m d g o c k e u r h b f l j v w x y z

(Song of Sounds)	qu (quack) ch (chin) sh (ship) th (thin) ng (bang) ay (bay) ee (bee) ow (snow) oo (moon) oo (book) ar (car) or (for) er (mixer) ou (mouse) oy (boy) igh (night) air (fair)
Year 1 (Letters and Sounds) Review phase 3 and 4 Teach phase 5	ay (day) ou (out) ie (tie) ea (east) oy (boy) ir (girl) ue (blue) aw (saw) wh (when) ph (photo) ew (new) oe (toe) au (Paul) Split digraphs a-e (make) e-e (these) i-e (like) o-e (home) u-e (rule) New pronunciations for known graphemes: i (fin, find), o (hot, cold), c (cat, cent), g (got, giant), u (but, put (in south of England), ow (cow, blow), ie (tie, field), ea (eat, bread), er (farmer, her), a (hat, what), y (yes, by, very), ch (chin, school, chef), ou (out, shoulder, could, you)
Year 2 (Letters and Sounds/National Curriculum POS) Teach Phase 6	Phase 6 (see also Y2/3 Spelling Programme and Spelling Bank) Consolidation of all previous learning. Children apply skills and knowledge learned above to become fluent readers and increasingly accurate spellers. Past tense words Adding Suffixes/prefixes to make longer words Tricky 'bits' in words and use of memory strategies

IMAPCT

Through the consistent, systematic and daily teaching of the Song of Sounds phonics programme, our aim is for children to become fluent, confident readers by the end of Key Stage One. Children are assessed at regular points through EYFS and Key Stage 1 to ensure they are making progress, retaining knowledge and applying skills in both their reading and writing. Children are assessed at the end of Year 1 using a Government Statutory Assessment Tool known as the Phonics Screening Check. This screening check confirms whether the child has learnt phonic decoding to an appropriate standard and will identify sounds needing further support in Year 2. The children are assessed one to one by a familiar adult. Those who do not pass the screening will continue their phonics lessons in Year 2 which allows for them to consolidate and develop their confidence, within a group aimed at their specific ability, ready to retake the screening at the end of Year 2.

Through the Song of Sounds programme, children will be equipped with the skills to decode unfamiliar words using strategies that they have been taught in their daily lessons. This way, children can focus on developing their fluency and comprehension as they move through the school leading to a love of reading and children taking pleasure in exploring the rich literary world around them with a firm phonic basis to support them.