



Approach to teaching Phonics

At Gooseacre Primary Academy, we place a high emphasis on quality phonics teaching, using a combination of RWI and the Letters and Sounds teaching programme.

To ensure the teaching of phonics is consistent throughout the Early Years and KS1, the phonics programme has been devised by the Early Years and KS1 teachers and is regularly updated and revised.

In EYFS, systematic daily phonics is taught using our own phonics programme. Bug Club, Big Cat, Oxford Reading Tree. Letters and Sounds and RWI reading books are used to enhance phonological knowledge and promote early reading skills through high quality, fun texts. These books are used regularly every week during and in addition to phonics sessions.

In Year 1 and Year 2, phonics sessions are taught daily and the pupils are taught within their classes using differentiated resources to ensure all learning needs are met. Support staff are used to target identified pupils who require further practise of previous sounds taught. RWI books are used weekly within phonics sessions to enhance phonological knowledge.

In year 3, children in need of catch-up phonics sessions receive these in small groups from a teaching assistant daily. Daily Guided reading for these children is centred around books linked to their phonic knowledge to further develop their fluency, understanding and confidence. The pupils in Years 3 to 6 who are on-track with their phonological development are taught age-appropriate spellings and grammar. The school follows the 'No-Nonsense' spelling programme

The table below is a summary of our phonic phases. We have a detailed and systematic programme for teaching phonic skills for children with the aim of them becoming fluent readers by age seven.

Phase	Phonic Knowledge and Skills
Phase 1 (Nursery)	Activities are divided into seven aspects, including environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and finally oral blending and segmenting.
Phase 2 (Reception-Autumn term)	Learning sets 1-7 letters and sounds. Blending sounds together to make words. Segmenting words into their separate sounds. Beginning to read simple captions.

<p>s, a, t, p, l, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss, j, v, w, x, y, z, zz, qu</p>	
<p>Phase 3 (Reception-Spring term) ch, sh, th, ng, nk, ay, e, igh, ow, oo (long), oo (short), ar, or, air, ir, ou, oy, a-e, ea. l-e, o-e</p>	<p>Introduce and teach two letter and three letter GPCs. Practise blending for reading and segmenting for spelling. Reading captions, sentences and questions.</p>
<p>Phase 4 (Reception-summer term/ Y1-autumn term + recap of phase 3) u-e, aw, are, ur, ow, oi, ai, e, oa, ew, er, ire, ear, ure, ie, ue, oe, e-e</p>	<p>Practise recognition and recall of phase two and three graphemes. Children learn to blend and segment longer words with adjacent consonants.</p>
<p>Phase 5 (Throughout Y1) <u>Term 1-</u> recap of phase 4 + wh, ph, au, tch, kn, gn <u>Term 2-</u> g, dge, mb, wr, tion, (ss)ion ss(ure) <u>Term 3-</u> s (ure) ous, homophones</p>	<p>Now we move on to the 'complex code'. Children learn more graphemes for the phonemes which they already know, plus different ways of pronouncing the graphemes they already know.</p>
<p>Phase 6- Autumn term 2- No Nonsense Spelling (Throughout Y2 and beyond)</p>	<p>Working on spelling, including prefixes and suffixes, doubling and dropping letters etc.</p>

Children will be assessed using our phonics assessment sheets every half term. Teachers will add these results to the phonics tracker to track progress throughout the year. Next steps and groupings will be determined using the phonics assessments.