



## The Teaching and Learning of Phonics and Reading at Ashley Primary School

At Ashley Primary School, we teach phonics through 'Jolly Phonics' and 'Letters and Sounds'. 'Jolly Phonics' is a scheme to teach children to read and write through an early systematic phonics programme (<http://jollylearning.co.uk/>). We teach the main 42 sounds (phonemes) of English, and the alphabet sounds. Children use their letter sound knowledge to blend sounds to form words and to begin reading. 'Letters and Sounds' is a phonics resource published by the Department for Education and Skills in 2007. It sets out a detailed and systematic programme for teaching phonic skills for children, with the aim of them becoming fluent readers by age seven; it is taught in six phases which are outlined in the table below.

Phase	Phonic Knowledge and Skills
Phase One (Nursery/Reception)	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 Two (Reception) up to 6 weeks	Learning 19 letters of the alphabet and one sound for each. Blending sounds together to make words. Segmenting words into their separate sounds. Beginning to read simple captions.
Phase Three (Reception) up to 12 weeks	The remaining 7 letters of the alphabet, one sound for each. Graphemes such as ch, oo, th representing the remaining phonemes not covered by single letters. Reading captions, sentences and questions. On completion of this phase, children will have learnt the "simple code", i.e. one grapheme for each phoneme in the English language.
Phase Four (Reception) 4 to 6 weeks	No new grapheme-phoneme correspondences are taught in this phase. Children learn to blend and segment longer words with adjacent consonants, e.g. swim, clap, jump.
Phase Five (Throughout Year 1)	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.
Phase Six (Throughout Year 2 and beyond)	Working on spelling, including prefixes and suffixes, doubling and dropping letters etc.

Phonics is taught in the infant class in a highly structured, systematic programme of daily lessons. We follow the systematic approach provided by Letters and Sounds. Activities are differentiated according to children's phonic awareness and development. This is supplemented by phonic activities and games - practical and online. Each taught session provides children with opportunities to revisit previous learning, be taught new skills, practise skills and apply what they have learned. Children develop skills through shared, guided and independent reading and writing. Their progress is assessed throughout sessions and during application in reading and writing. Children are formally assessed at

the end of each half term; this information is used to inform planning. This continues in Year 2 as does the phonics teaching. Year two typically addresses Phase 6.

As soon as the teacher assesses a child to be ready, they are also introduced to guided reading in a small group with an adult. The texts used are closely linked to the phonic stage that the children are working in and the sessions also develop their ability to discuss and analyse a text, using skills such as prediction and developing a growing vocabulary.

The statutory Phonics Screening Check is performed in the June of Y1. By the end of Year One, the expectation is for children to be secure in Phase 5. In Year One, the children complete the National Phonics Screening Check - a statutory assessment that was introduced in 2012 for all Year 1 pupils. It comprises a list of 40 real words and nonsense words that assess phonics skills and knowledge learnt through Foundation and year 1. The check is very similar to tasks that the children already complete during phonics lesson.

### **Key Stage Two**

As children progress in to Key Stage 2, they revise and consolidate the phonics learnt so far. They also continue with guided reading sessions with the aim of exposing children to a range of texts that are linked to their reading ability but also provide a greater element of challenge and to further develop their comprehension skills in line with the expectations of the National Curriculum.

**We use Accelerated Reader (AR) to support children's development of reading. AR is an online assessment and support tool to develop reading throughout the school. This tool assesses children's reading skills and provides staff and children with individual targets.**

Children at the end of KS1 and start of KS2 have access to levelled books; most books are 'real' books. Children are encouraged to make choices about the texts that they read, children then read the texts at home and at school. Once a child has read a book they complete an online quiz to assess their understanding of what they have read. Feedback on achievements encourages the children to see their own progress and work towards their targets.

Reading assessments are completed by all children at the end of each half term. Children complete an online assessment either Early Reader or Star Reader assessment. This information informs planning and is used to set new targets. In addition, the children share high quality class texts through which the full range of English reading and writing skills are taught, as well as opportunities for reading across the curriculum.