

## Teaching and Progression

At Tunbury Primary School we teach phonics daily to all children from the ages of four to seven. Each daily session lasts for 20 minutes for reception children and 30 minute sessions for children in year 1 and year 2. Phonics is a method for teaching speakers of English to read and write their language. It involves connecting the sounds of spoken English with letters or groups of letters (e.g. the sound 'k' can be represented by c, k, ck or ch spellings) and teaching them to blend the sounds of the letters together in order to read unknown words.

At Tunbury Primary School we follow Letters and Sounds for the teaching of phonics. Letters and Sounds is a phonics resource published by the Department for Education and Skills in 2007. It aims to build children's speaking and listening skills in their own right as well as to prepare children for learning to read by developing their phonic knowledge and skills. It sets out a detailed and systematic programme for teaching phonic skills for children starting by the age of five, with the aim of them becoming fluent readers by age seven.

Letters and Sounds is broken down into six overlapping phases:

Phase	Phonic Knowledge and Skills
<b>Phase One</b> (Nursery/Reception)	<p>Phase One of Letters and Sounds concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work which starts in Phase 2. The emphasis during Phase 1 is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills.</p> <p>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.</p>
<b>Phase Two</b> (Reception)	<p>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.</p> <p>As soon as each set of letters is introduced, children will be encouraged to use their knowledge of the letter sounds to blend and sound out words. For example, they will learn to blend the sounds s-a-t to make the word <b>sat</b>. They will also start learning to segment words. For example, they might be asked to find the letter sounds that make the word <b>tap</b> from a small selection of magnetic letters.</p> <p>During Phase 2, the following tricky words (which can't yet be decoded) are introduced: <b>no</b>, <b>go</b> and <b>I</b>.</p>
<b>Phase Three</b> (Reception)	<p>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</p>

	<p>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.</p> <p>During Phase 3, the following tricky words (which can't yet be decoded) are introduced: <b>he, she, we, me, be, was, you, they, all, are, my</b> and <b>her</b>.</p>
<p><b>Phase Four</b> (Reception)  (Year 1 recap at the beginning of the year)</p>	<p>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.</p> <p>During Phase 4, the following tricky words (which can't yet be decoded) are introduced: <b>said, have, like, so, do, some, come, were, there, little, one, when, out</b> and <b>what</b>.</p>
<p><b>Phase Five</b> (Throughout Year 1)  (Year 2 recap at the beginning of the year)</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>During Phase 5, the following tricky words (which can't yet be decoded) are introduced: <b>oh, their, people, Mr, Mrs, looked, called, asked</b> and <b>could</b>.</p>
<p><b>Phase Six</b> (Throughout Year 2 and beyond)</p>	<p>At the start of Phase Six of Letters and Sounds, children will have already learnt the most frequently occurring grapheme–phoneme correspondences (GPCs) in the English language. They will be able to read many familiar words automatically. When they come across unfamiliar words they will in many cases be able to decode them quickly and quietly using their well-developed sounding and blending skills. With more complex unfamiliar words they will often be able to decode them by sounding them out.</p> <p>At this stage children should be able to spell words phonemically although not always correctly. In Phase Six the main aim is for children to become more fluent readers and more accurate spellers, by working on spelling, including prefixes and suffixes, doubling and dropping letters etc.</p>

### Phonics screening check

The phonics screening check is designed to confirm whether pupils in Year 1 have learnt phonic decoding to an appropriate standard. It will identify pupils who need extra help to improve their decoding skills.

The check will take place in June and consists of 20 real words and 20 pseudo-words that a pupil reads aloud to the teacher. You'll find out how your child did, and their teacher will assess whether he or she needs extra help with reading.

Pupils in year 2 who fall into the following categories should also take the phonics screening check:

- Pupils who didn't take the check in year 1 because they were absent, were working below the standard of the check or had recently arrived in the country and couldn't speak confidently in English.
- Any pupil who didn't reach the expected standard in year 1.
- Any pupil who entered the schooling system in year 2.