

Phonics

At Aston St Mary's School, children are taught to read and write through daily phonics lessons. Throughout the EYFS and KS1, teachers follow the 'Little Wandle for Letters and Sounds revised', a complete systematic, synthetic phonics programme. The programme is effective and ensures learning stays in children's long-term memory and enables children to apply their learning to become highly competent readers. There is a high expectation on the progress of all learners.



Phonics lesson structure

Each day the whole class phonics lesson structure is the same and provides direct teaching in short bursts. It allows a consistent approach which maintains and secure, systematic progression for phonics learning.

The pace of learning and repeated practice means that children become secure readers. The application of phonics is made through fully decodable books, aligned with learned phonemes. Effective keep-up support is put in place for children who are at risk of falling behind. These pupils are identified in the moment during whole class teaching and keep-up support is targeted quickly and effectively and half termly assessments are made to check that all children are 'on track'.

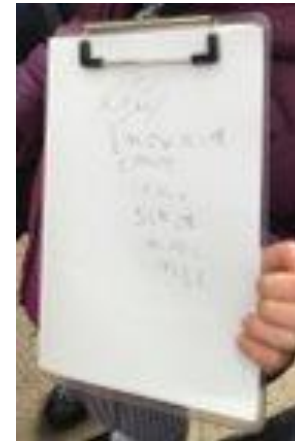
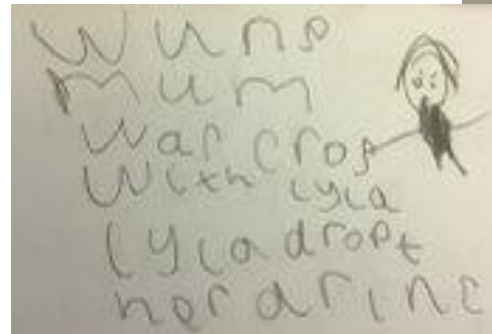
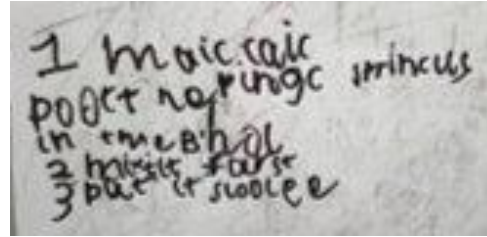


The structure of a daily whole class phonics lesson

Revisit and review	Teach and practise	Apply
<p>Each session begins with a revisit and review of previously taught GPCs. This is done using the same mantras each lesson to ensure a consistent approach and to avoid cognitive overload.</p> <p>The repetitive nature of revisiting and reviewing recently taught GPCs allows these to move into the pupils' long-term memory.</p>	<p>New GPCs are introduced in the same way each day using the Little Wandle resources to allow children the consistency they need to take on the new information quickly.</p> <p>Mnemonics and catchphrases for digraphs are effectively used to help children to remember the phonemes. Formation phrases are used to help children to form each grapheme.</p> <p>There is a focus on oral blending which leads into teacher lead blending of words. This then leads to independent reading of words.</p> <p>New tricky words are taught and previously taught tricky words are reviewed.</p>	<p>During the application stage, pupils are taught to read simple sentences, being encouraged to locate recent new learning in the sentence.</p> <p>Pupils are also given the opportunity to practise spellings and sentence writing.</p> <p>Current phonics learning is further applied and practised during the 3 weekly reading practise sessions.</p>

Supporting phonics in the environment

It is important that the children are able to use their phonics knowledge independently and apply it to their own writing in a natural way once they have been taught the phonemes that they need. Our classroom environment is planned to enable this kind of independent phonics application.



Above are examples of how children use and apply their phonics knowledge during CIL, using the environment to support them.

Phoneme mats are available at all times which encourages children to use their phonics knowledge in their independent writing. This is especially true in child initiated learning (CIL), where the child has decided to write for their own purpose.

All taught phonemes are displayed as they are taught. This means that children know where to look to remind themselves when writing.

An alphabet is displayed that children can add to with words and pictures relating to each letter. This is particularly useful at the start of the year as letters, such as the one at the beginning of their name, are significant to them.

Early reading

At Aston St Mary's school there is a high profile on reading and building a life-long love of reading. This starts in the early years where early reading is taught through a variety of ways during phonics lessons and reading practice. It is focussed on decoding the text, prosody or use of performance voice and comprehension.

Books are matched to the child's current phonic level in order to give each child the confidence to apply their phonics knowledge to word, caption and sentence reading.

These books are then sent home where children are able to confidently read to their families with fluency and accuracy.

The classroom environment is set up to ensure that a love of reading is encouraged in different areas. The early years practitioners take opportunities throughout the day to promote reading, having story times, reading poetry and encouraging children to refer to non-fiction texts during their child-initiated play.

Core texts are chosen to support the teaching of all areas of the curriculum. These are displayed as a class reading journey and allows the children to see what they have learned so far. The children often talk about the core texts previously used and have access to these in the provision.



Reading practice

Each child takes part in three reading practice lessons a week. Each lesson has a different focus and allows children to become fluent when reading the text.

The first lesson focuses on decoding the text, with the children concentrating on applying their phonic knowledge and developing fluency when reading the words.

The second reading session provides the opportunity to read the book again and practise reading with prosody so the children develop reading with appropriate meaning, stress and intonation. It provides an opportunity to explore characters' feelings, what words mean and how punctuation adds to the meaning. At Aston St Mary's school we call this our performance voice.

By the third session, the children should be automatically applying their decoding skills to read with greater accuracy and fluency, enabling their working memory to be freed up to focus on comprehension. The purpose of the reading practice session for comprehension is to develop the children's comprehension skills by using the reading content domains (2015 Key Stage 1: English reading test framework).

- Draw on their knowledge of vocabulary to understand texts.
- Identify/explain key aspects of fiction and non-fiction texts.
- Identify and explain the sequence of events in the text.
- Inference and deduction.
- Prediction

