

# Phonics at Abram Bryn Gates

## Phonics Statement

A structured and systematic synthetic phonics programme is taught every day in the EYFS, Key Stage 1, and for those who need to continue in Key Stage 2, using Letters and Sounds and supplementary support resources such as Phonics Play.

## Our Curriculum:

Children are given daily opportunities to develop their reading skills. We begin by allowing our pupils to develop their listening skills and to discriminate between sounds, recognising rhythm, rhyme and alliteration. They develop oral blending and segmenting of sounds in words. Throughout Reception and KS1, children learn to read using the **Letters and Sounds** phonics approach.

There are six phases within Letters and Sounds which run from Nursery to Year two. There is time scale guidance in the Letters and Sounds document. However, at Abram Bryn Gates, the time we spend on each phase reflects the children's learning and outcomes (See Long Term Plan). Daily sessions of approximately half an hour take place within EYFS and KS1. Children are placed into groups which meet their needs. Groups are reviewed regularly to ensure that children are being challenged and gaps in learning are targeted. Teachers complete half termly tracking in order to make sure children are working in the right group and phase.

## Four Part Cycle:

There are 4 elements to a Letters and Sounds session: review, teach, practise and apply.

**Review** - Flashcards are used daily to recap graphemes that have been previously taught. Along with a reading or writing activity reviewing the previous week/days learning. This section is very fast paced and allows children to apply their prior learning quickly.

**Teach** – This section introduces some new learning and teaching of reading or writing skills. It includes any songs and actions to allow the teaching to be as engaging as possible.

**Practise** – This section allows children to practise their reading/writing skills. This could be done with words, phrases or sentences. Children are supported where necessary and work amongst peers e.g. playing games together to apply their teach section.

**Apply** – This section gives children the opportunity to apply their skills independently through reading/writing a range of words/phrases/sentences in games.

REVISE	TEACH	PRACTISE	APPLY
Read previously taught phonemes Write previously taught phonemes	Introduce the new phonemes to be taught and model how to segment/write or say/read words that contain the phoneme	Read/Write words containing the phonemes taught or practise	Read/write sentences that contain phonemes taught
Mnemonics Flashcards/display Mood sounds Raps/songs (singing phonics) Pass pass pass the bag... Noisy letters Phonics aerobics Pick a pair Corners Back/air writing Letter formation Quick write Sand tray writing	Magnetic letters/letter cards Robot words Sound buttons Magic hat/sound of the day Phoneme fingers Phoneme frame Phonics bibs  Mr Thornel	Cross the river Treasure baskets/labels Puppets Sound buttons Word sort (read or write) Best bet Bingo Countdown Buried Treasure Caption match	Read/write words and sentences Silly questions/sentences Lists Labels Instructions Phoneme Spotter Online books/big books Sentence substitution Cut up sentences

## Sounds Write Phonics Intervention.

Throughout Key Stage Two, a Sound Write phonics intervention is timetabled everyday for those children who either did not meet the attainment targets at the end of KS1 or have gaps in their learning. Our plans build on prior learning and our trained staff ensure that all children are given sufficient exposure to the letter sound correspondences. Children are matched to an appropriate book level that matches their phonic knowledge. Children take home an additional reading book which is matched carefully to their and Sounds-Write phonics phase.