

The Teaching and Learning of Phonics

At Glasshouses school we follow the Letters and Sounds phonics programme. In this programme there are 6 different phases, during which children learn a different range of sounds and 'common exception words' (words which cannot be decoded phonetically). Each phase builds upon the last so it is important that the programme is delivered sequentially.

Discreet phonics sessions are taught in Class 1 (Reception/Year 1) and Class 2 (Year 2/3). Within these sessions, children learn their letter sounds so that they can blend words for reading and segment the sounds in words so that they can spell them. They also learn to recognise and read a number of high frequency words which can not be sounded out ('common exception words')

In Class 1, all children receive a 20 minute phonics session each day, either with the class teacher or teaching assistant. Children cover 1-2 new sounds per week and practise these sounds in a number of different ways: playing games, reading sentences as a group, shared writing and individual writing using the sounds they are covering. At the end of each phase, children are assessed on their sounds to check that they are confident with the material they have covered before the teacher moves them on to the next phase.

At the end of Year 1, all children take part in a statutory Phonics Screening Check to assess whether they have met the 'expected level' for reading using their phonics. This check involves the children reading 40 words (some real words and some 'nonsense' words) using the sounds they have learned. The check will involve read words using sounds learned in phase 2-5.

In Class 2 the children receive 2-3 phonics lessons a week with the teacher and teaching assistant. The children have a focus on a particular sound or spelling strategy for the week and carry out activities with the teacher or independently to help them to remember how to apply their phonics knowledge to their writing. They are then tested at the end of the week, learning 10 spellings that follow the same pattern.