



Phonics at Ashbrook Junior School

Intent

Our vision for Phonics, is that every child achieves the success in reading that they deserve. The sooner children learn to read, the greater their success at school. This is why we put reading at the heart of what we do.

By ensuring high-quality phonics teaching, children will:

- acquire and secure decoding skills to enable them to read fluently and automatically
- comprehend sufficiently what they have read
- develop the habit of reading widely and often, for both pleasure and information
- have a solid base upon which to build for their next stage of learning, as they progress through school
- through reading opportunities, develop cultural, emotionally, intellectually, socially and spiritually.
- be equipped with the skills of language, which are essential to ensure they can participate fully as a member of society, including having the ability to speak, read and write fluently and confidently.

Phonics is seen as a discipline that is open to all; regardless of ability, gender, cultural background or ethnicity.

How is this vision for Phonics to be achieved?

Implementation

At Ashbrook Junior School, we use a systematic synthetic phonics programme that has been validated by the DfE, called Bug Club Phonics. Each session gives children the opportunity to revisit previous learning, be taught new skills, practice together and apply what they have learned.

Using data from KS2 Phonics screening, together with baseline assessments on entering Year 3, children requiring further phonics instruction are identified promptly. These children will receive daily phonics teaching and learning.

Additionally, all Year 3 children receive daily phonics revision during their first few weeks in KS2, to retrieve and apply their phonics knowledge in reading and writing.

Children who take part in Phonics learning will:

- develop phonological awareness, (the sound structures of language). Phonological awareness allows one to attend to, discriminate, remember, and manipulate sounds at the sentence, word, syllable, and phoneme (sound) levels
- learn grapheme-phoneme correspondence



- learn to segment and blend whole words, selecting graphemes to represent the phonemes taught
- learn to read common exception words
- learn the names of the letters of the alphabet
- learn to write sentences
- develop their vocabulary and comprehension.

Learning is planned according to children's needs.

How does the school know if the Phonics curriculum has been effective?

Impact

Children who have followed the school's Phonics curriculum will be fluent readers, confident speakers and willing writers. They will meet the higher expectations of the National Curriculum, through effective teaching, learning and assessment, leading to accelerated progress. Children will be prepared for the National Curriculum Tests that they will undertake further into their school career.

Assessment

Children will have taken the National Phonics screening in KS1.

On entering KS2, those children who did not pass the National Phonics screening will be assessed by a phonics trained adult (baseline) to determine each child's individual needs.

Those children participating in daily phonics will be assessed regularly so that their class teacher can continue to plan and adapt phonics teaching to suit individual children's needs.

An overview of the Bug Club Phonics Programme and Progression can be found here;

<https://www.pearsonschoolsandcolleges.co.uk/asset-library/pdf/Primary/Bug-Club/Bug-Club-Phonics-Progression-Chart-Oct-21.pdf>

This video is a helpful insight into the pure sounds of phonics

<https://www.youtube.com/watch?v=UCI2mu7URBc>



Glossary

Phoneme	the smallest unit of sound in words
Grapheme	the written representation of a sound
GPC (Grapheme-Phoneme Correspondence)	being able to match a phoneme with the correct grapheme and vice versa
Blending	joining individual speech sounds together to read a word
Segmenting	breaking down words into individual speech sounds to spell a word
Digraph	two letters making one sound e.g. 'sh'
Trigraph	three letters making one sound e.g. 'igh'
Split Digraph	two letters making one sound which are divided by a consonant e.g. the 'i_e' sound in the word 'side'
Tricky/Common Exception Words	words that are not fully decodable such as 'the' and 'was'
Sound buttons	circles or spots that can be written underneath a sound to support reading
Sound bars	lines that can be written underneath digraphs or trigraphs to show that the letters make one sound
Mnemonic	a visual prompt to help children remember a sound