

Phonics

At Corrie Primary School, we use the Story Time Phonics to ensure we provide a High quality Phonic scheme. Story Time Phonics has been created and developed by Michelle Larbey.

Aims and objectives

- To deliver high-quality phonic teaching which secures the crucial skills of word recognition that, once mastered, enable children to read fluently and automatically enabling them to concentrate on the meaning of the text
- To establish consistent practice, progression and continuity in the teaching and learning of phonics and spelling throughout the school
- To differentiate phonics and spelling work according to the needs of pupils, so that all pupils are given sufficient challenge at a level at which they can experience success
- To give children word work strategies that will enable them to become fluent readers and confident writers

The Rose Report (2006) makes it clear that 'high-quality phonic work' should be taught systematically and discretely as the prime approach used in the teaching of early reading. The progression of the Letters and Sounds programme used in school provides the structure for all phonics teaching.

Beginner readers will be taught:

- Grapheme–phoneme correspondences in a clearly defined, incremental sequence
- To apply the highly important skills of blending (synthesising) phonemes in the order in which they occur, all through a word to read it
- To apply the skills of segmenting words into their constituent phonemes to spell
- That blending and segmenting are reversible processes

High-quality phonic work will be most effective when:

- It is part of a broad and rich curriculum that engages children in a range of activities and experiences to develop their speaking and listening skills and phonological awareness
- It is multisensory providing, encompassing activities to enliven core learning
- It is time-limited, to promote confident readers by the end of Key Stage 1
- It is systematic, that is to say, it follows a carefully planned programme reinforcing and building on previous learning to secure children's progress
- It is taught discretely and daily at a brisk pace following the structure: revisit, teach, practice, apply from the Letters and Sounds programme
- There are opportunities to reinforce and apply acquired phonic knowledge and skills across the curriculum and in such activities as independent, shared and guided reading and writing

We aim to encourage all children to reach their full potential through the provision of varied opportunities to access phonics. We recognise that our phonics planning must allow pupils to

gain a progressively deeper understanding of the phonetic structure of the English language as they move through the school to ensure all children are provided with the key tools needed to become a fluent reader. Careful thought will be given to the provision of appropriately structured work for children with SEN, often through intervention groups. The school have a variety of strategies to enable all children to have increased access to the curriculum through a broad – based, multi-sensory, visual, auditory and kinaesthetically planned phonics sessions.