



Phonics at West Hove Infant School

At West Hove Infants, we teach a systematic synthetic programme of phonics (SSP) that adheres to the essential core criteria outlined in the DFE's Phonics Programme validation documentation. The programme supports speaking, listening, reading, handwriting and writing. It is based on the progression set out by Letters and Sounds, supported by a range of effective resources in conjunction with decodable reading books that align with phonics progression. Letters and sounds are introduced through stories, actions, songs and jingles to encourage all types of learners.

Phonics teaches children the sound each letter, or group of letters, represents and is the first step in children learning how to read. Children will begin to recognise letters, or groups of letters, and the sounds they make, which they then use to blend sounds together for reading, and segment them when writing. The children are taught to hear, identify and spell 44 sounds in the British language. At its earliest stage, children are taught one way to read and spell each sound and in KS1 this broadens out to include more complex spelling patterns.

Phonics Lessons

In Reception and Key Stage 1, all children engage in a daily 25 minute, interactive, multisensory phonics and spelling sessions. In addition, they experience speaking, listening, reading and writing activities which allow them to explore and practice their phonic knowledge, blending and segmenting skills independently.

Decodable books that follow the Letters and Sounds progression are used to introduce, practise and embed newly taught phonemes and graphemes. Teachers model spotting, identifying, blending and segmenting sounds for reading and writing. Opportunities are then given to children to apply these skills through games, small group tasks, challenges and interactive phonics flipcharts.

Every phonics session follows the following structure:

Revisit & Review:

Children speed read words and sounds visited in the **previous five sessions** and words identified by the teacher for further class practice. (These words are printed for children identified as needing further practice and support and revisited in small groups and interventions.)





Teach:

The sound of the day is introduced alongside videos and activities.



Practise:

Games and Flashcards are used to practise reading and blending new sounds and words.



Apply:

Decodable books, games and other activities are used for children to apply their new learning in context.



Assess:

Children are given time to reflect on their learning. Teachers use this time, alongside ongoing formative assessment, to assess understanding and identify next steps and areas for support.



Progress Tracking

Children's progress through the phonic phases is tracked in detail. Children are assessed at the end of each Phonics phase and this assessment is used by class teachers and Year group leaders to closely monitor children's progress and target in-class support and out-of-class interventions.

Phonics and reading interventions are tailored and targeted according to individual need and children are identified through close monitoring and our assessment system. Teachers and Teaching Assistants work with small groups throughout each year to boost progress and to extend children's learning.

Home/School Reading

All children have access to the Collins Big Cat Letters and Sounds online library of fully decodable books aligned to the Letters & Sounds sequence. Details of the week's sounds and linked books are shared with Parents &

Carers each week. We have class sets of decodable books, which are organised by phonics phase (see below) and will be available for children to take home alongside a wide selection of 'real' books.





Each classroom contains an up-to-date phonics/spelling display which details the sounds being currently learned, words containing these sounds and the decodable book being used.

Parent Talks

Every year, we invite parents and carers to interactive Phonics Talks. We share how phonics is taught in our school and give ideas of how to support children with phonics in a fun and engaging way by sharing useful websites, books and online games. We also invite parents to volunteer in classes to support children with phonics and reading. Parents are trained in school by our Phonics co-ordinator.

Phonics Screener

In year one, the children take part in a statutory phonics screening check in which they apply their phonics knowledge to read real and pseudo words. This is repeated at the end of Year 2 for children who have not reached required grade or children who were not eligible/in our education system at the time of the Year 1 phonics test.

The phonics screening check is taken individually by all children in Year 1 in the Summer Term. It is designed to give teachers and parents information on how their child is progressing in phonics and helps to identify whether children need additional support. It is a school-based check to make sure that children receive additional support promptly, should they need it. It will check that children can:

- Sound out and blend graphemes in order to read simple words
- Read phonically decodable one-syllable and two-syllable words, e.g. cat, sand, windmill
- Read a selection of nonsense words which are referred to as 'alien' or 'pseudo' words

The school reports children's results to parents and to the local authority.