



Lane Green First School

Phonics Vision 2022-23



Reading is the gateway for children that makes all other learning possible – Barack Obama

Intent

We are committed to the delivery of excellence in the teaching of phonics. We aim to develop each child so they are able to read with fluency and confidence, and above all to foster a love of reading that will stay with our children throughout their lives.

At Lane Green First School, we strive to teach children to read effectively and quickly using the Floppy's Phonics systematic synthetic phonics programme. This programme includes the teaching of synthetic phonics, sight vocabulary, decoding and encoding words, as well as spelling and accurate letter formation. In addition to this, it also creates a wonderful base for discussion and comprehension around texts. This structure of teaching uses the progressive phonic stages, each with new phonemes to be learnt and increasing with difficulty as you progress through the stages.

We intend to teach high quality phonics through Floppy's Phonics to ensure the children have the best start possible in reading and writing. The learning of phonics is an essential part of learning to read, and in order to read and understand texts, children must learn to recognise/decode the words on the page. Good quality phonics teaching allows the child to be secure in the skills of word recognition and decoding which allows children to read fluently. These fundamental skills unlock the rest of the curriculum and have a huge impact upon the children's self-esteem and future life chances.

Using the Floppy's Phonics programme, we teach children:

- To gain a progressively deeper understanding of the phonetic structure of the English language.
- To apply their phonic knowledge in both their reading and writing, accurately and coherently.
- To read easily, fluently and with good understanding.
- To identify new sounds that they can apply to new and unfamiliar words as well as question word meaning to broaden their understanding of a variety of texts.
- To develop the habit of reading widely and often, for both pleasure and understanding.

Implementation

At Lane Green First school, we recognise that reading and writing is an essential life skill, and we are dedicated to enabling our children to become enthused, engaged and successful lifelong readers and writers. To support this, we follow the structure of the Floppy's Phonics programme.

The Floppy's Phonics programme teaches the letter/sound correspondences of the English alphabetic code explicitly and comprehensively for reading and spelling. It includes the characters of Floppy the dog, Biff, Chip and Kipper and their family and friends, which engages children fully for the phonics teaching & learning, vocabulary enrichment and language comprehension.

In Nursery, children begin their journey of phonics through developing children's speaking and listening skills, which lays the foundations for the phonic work of learning new sounds. The emphasis during Nursery is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills. The activities introduced are engaging and purposeful, developing their skills through the use of music, environmental sounds and rhythm and rhyme. Floppy's Phonics Stage 1 allows the children to become familiar with the Floppy's Phonic Programme as it introduces the characters through storybooks, developing their early skills.

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During their journey from the beginning of Reception through the Early Years Foundation Stage and Year 1, they are taught the 44 phonemes (sounds) that make up all the sounds required for reading and spelling. These phonemes include those made by just one letter (e.g., /d/ as in dog), those that are made by two (e.g., /ee/ as in bee), or those that are made by three letters (e.g., /igh/ as in high).

Children are taught the key skill of blending sounds together for reading, as well as segmenting (breaking up) words for spelling. We focus on one sound over two days. One day incorporates the reading element of phonics. The children learn the new sound through the interactive storybook, with everyone individually practising their reading with the new sound included and applying it to a caption/sentence. The following day focuses on the spelling skills of phonics; the interactive book is used to teach spelling, the children practise their spelling with individual words, then apply to a caption/sentence.

As the children grow in confidence and experience, they are introduced to alternative ways of representing the same sound. For example, /ee/ can be represented as /ee/ as in bee, /ea/ as in tea, /e-e/ as in theme and /e/ as in we. They also learn when to apply simple spelling rules and use verbs in the correct tense.

We ensure that our teaching of phonics is rigorous, structured and enjoyable. In EYFS and Year 1, children have discrete, daily phonics sessions where they are introduced to new phonemes, explore, practise and revise previous learning and have plenty of opportunities to apply the knowledge they have.

We use a range of multisensory strategies to enthuse and engage the children, including the use of interactive whiteboards, grapheme tiles, speaking and listening, and practical activities. Children work with pace and are encouraged to apply their knowledge across the whole curriculum.

All children have their own Phonics folder which contains all their phonics activity sheets. Each Friday, children are given their 'Floppy's Phonic Sound Book' to take home. This has the new sounds they have learnt during the week, along with key words, so children can share their phonics learning with parents and practise at home.

Impact

When assessing the impact of our curriculum, we ask the following questions:

Pupil voice – Do children enjoy phonics? Are they excited by lessons? Do they have a passion for reading? Are they learning new skills all the time? Do they feel they have an opportunity to use these skills and build on them?

Planning – Does it follow our school's structure of the Floppy's Phonics programme? Does the planning show the taught sounds and tricky words clearly? Does it state which Interactive book and children's activity sheet is being used each day? Is the Phonics sequence clear: Revisit, Teach, Practise and Apply?

Monitoring of planning and folders – Does the children's work in their folders reflect their understanding? Is it clear to see in the children's work that the Phonics two-day cycle is evident, e.g., a reading day and a spelling day? Can you see that the 'hold a sentence' section is adapted for all learners to achieve? Is it clear to see which words children have been able to read through use of teacher's 'on the go' marking?

CPD – Are staff confident in their subject knowledge? Have all staff taken part in the Debbie Hepplewhite's (creator of Floppy's Phonics) webinar? Do we provide opportunities for staff to share good practise and ask for support? Are staff given feedback following planning/book scrutinies and opportunities to develop their practice? Are we keeping staff updated with any necessary information regarding the Phonics action plan?

Environment – Are the Phonics working walls purposeful in each classroom? Do they support the children? Do they reflect the current teaching of the current week?

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Data – Are children assessed daily for their understanding of the Phonics code? Are children assessed each half term using the code tracker sheets? Is data collected in Year 1 for children’s phonics screening practice analysed each term? Are children identified for intervention through our daily and half-termly assessments?