



# Lowther Primary School

## Phonics

At Lowther Primary we strive to ensure that all children become successful, fluent readers by the end of key stage one and believe this is achievable through a combination of strong, high quality, discrete phonics teaching combined with a whole language approach that promotes a 'Reading for Pleasure' culture. Teachers use their skills to deliver high quality engaging phonics lessons from Nursery to Key Stage 1 through the 'Letters and Sounds' programme.

In foundation stage the children are taught through teacher led activities and resources that are planned for the children to access independently to embed essential phonetic skills.

Children in nursery should be taught 'Phase One' through a differentiated approach within the setting on a daily basis. This should include Aspects 1 to 7.

### **Aspect 1 - General sound discrimination - environmental**

The aim of this aspect is to raise children's awareness of the sounds around them and to develop their listening skills. Activities suggested in the guidance include going on a listening walk, drumming on different items outside and comparing the sounds, playing a sounds lotto game and making shakers.

### **Aspect 2 - General sound discrimination - instrumental sounds**

This aspect aims to develop children's awareness of sounds made by various instruments and noise makers. Activities include comparing and matching sound makers, playing instruments alongside a story and making loud and quiet sounds.

### **Aspect 3 - General sound discrimination - body percussion**

The aim of this aspect is to develop children's awareness of sounds and rhythms. Activities include singing songs and action rhymes, listening to music and developing a sounds vocabulary.

### **Aspect 4 - Rhythm and rhyme**

This aspect aims to develop children's appreciation and experiences of rhythm and rhyme in speech. Activities include rhyming stories, rhyming bingo, clapping out the syllables in words and odd one out.

### **Aspect 5 - Alliteration**

The focus is on initial sounds of words, with activities including I-Spy type games and matching objects which begin with the same sound.

### **Aspect 6 - Voice sounds**

The aim is to distinguish between different vocal sounds and to begin oral blending and segmenting. Activities include Metal Mike, where children feed pictures of objects into a toy robot's mouth and the teacher sounds out the name of the object in a robot voice - /c/-/u/-/p/ cup, with the children joining in.

## **Aspect 7 - Oral blending and segmenting**

In this aspect, the main aim is to develop oral blending and segmenting skills.

To practise oral blending, the teacher could say some sounds, such as /c/-/u/-/p/ and see whether the children can pick out a cup from a group of objects. For segmenting practise, the teacher could hold up an object such as a sock and ask the children which sounds they can hear in the word sock.

The activities introduced in Phase 1 are intended to continue throughout the following phases, as lots of practice is needed before children will become confident in their phonic knowledge and skills.

### **Reception**

In this year the children will continue being exposed to 'Phase One' of the Letters and Sounds document. This is alongside phases 2 – 4. This is taught through the medium of 'Jolly Phonics' but still follows the format of 'Letters and Sounds'. Phonics skills are also embedded in writing and reading tasks throughout adult directed and child initiated tasks planned within the learning environment.

### **Year One**

In year one children will consolidate their learning of phases 1 to 4 then be introduced to alternative phonemes (sounds) and graphemes (the written sound). They are also introduced to new tricky words for reading and spelling in this phase. This is through daily phonics sessions and the embedding activities in the environment that support the development of reading and writing in this phase.

### **Year Two**

The underlying aim in year two is to ensure that all children have successfully completed Phase Six while revisiting earlier phases to reinforce previous learning and to also re-experience 'tricky words' that they have encountered before. By this point the children should know most of the common grapheme-phoneme correspondences (GPCs). They should be able to read hundreds of words, doing this in three ways:

- Reading familiar words by sight
- Decoding words using knowledge of previously taught and embedded letter sounds silently.
- Decoding words aloud.

Children's spelling should be phonemically accurate, though the child may still chose the alternative graphemes spelling the word incorrectly. Spelling levels may differ from reading levels as this is a more developed skill. During this phase, children become fluent readers and increasingly accurate spellers.