



**Waterhouses CE  
Primary Academy**

**“Let your light shine.”**

## *Waterhouses CE Primary English Curriculum Statement – Phonics and Early Reading*

At Waterhouses CE Primary Academy, we value highly the acquisition and application of phonics, which underpins successful early reading and writing. We believe that all our children are able to become fluent readers with the implementation of a structured, systematic and synthetic phonics programme. We begin teaching phonics in Nursery and Reception and follow the DfE – validated Twinkl phonics scheme that ensures children build on their growing knowledge and children’s active participation.

Phonics sessions are fun and engaging and involve lots of speaking, listening and games where the emphasis is on children’s active participation. Each sound has an action to help pupils remember the letter it represents. The DfE-validated ‘Twinkl’ phonics scheme is used in the Foundation Stage and KS1 to teach phonics, with additional support where needed in KS2 to consolidate their early phonics skills of letter recognition, blending sounds and segmenting them for reading and writing. In KS2 phonics is delivered alongside spellings and grammar teaching to make it relevant to children and to encourage them to draw on their phonic knowledge in their daily work.

### **Intent:**

At Waterhouses CE Primary Academy, we recognise the importance of phonological decoding as one of a number of strategies to develop early reading skills. When combined with high quality reading books and the promotion of reading for pleasure, children can apply these skills to tackle unfamiliar texts thus becoming independent readers.

We aim to develop each child so that they are able to read with fluency as well as develop a love of reading that will stay with our children as a lifelong skill.

### **Implementation:**

Pupils will have a variety of teaching and learning experiences following the Twinkl phonics scheme and incorporating actions and songs. Pupils will be taught each letter sound order (listed below). All classes in Early Years and Key Stage One will receive a daily phonics input. Each phonics session will follow the same structure.

1. Revisit/Recap
2. Teach
3. Practise
4. Apply
5. Assess

Aims from the national Curriculum:

The national curriculum for phonics aims:

- To provide pupils with a clear understanding of how the alphabet works for reading and spelling;
- To enable our pupils to become fluent and confident readers with a strong phonological awareness;
- To develop pupils' sight vocabulary to aid fluent reading;

To provide opportunities for repetition and consolidation so that spelling and reading become automatic.

Twinkl Phonics

Nursery phonics focuses on:

- Develop speaking and listening skills;
- Developing language and vocabulary;
- Explore environmental sounds, instrumental sound, body percussion, rhythm and rhyme, alliteration, voice sounds, oral blending and segmenting;

By the end of Level 1, children will have had opportunities to:

- listen attentively;
- enlarge their vocabulary;
- speak confidently to adults and other children;
- discriminate different sounds including phonemes;
- reproduce audibly the phonemes they hear in words;
- orally segment words into phonemes.

## Reception and Key Stage 1 progression:

### Letter Sound Order

The sounds are taught in a specific order (not alphabetically). This enables children to begin building words as early as possible.

There are actions for each of the 42 letter sounds and this multi-sensory method is very motivating for our children.

The letter sounds are split into seven groups as shown below.

1. Learning the letter sounds - Children are taught the 42 main letter sounds. This includes alphabet sounds as well as digraphs such as sh, th, ai and ue.
2. Learning letter formation - Using different multi-sensory methods, children learn how to form and write the letters.
3. Blending - Children are taught how to blend the sounds together to read and write new words.
4. Identifying the sounds in words (Segmenting) - Listening for the sounds in words gives children the best start for improving spelling.
5. Tricky words - Tricky words have irregular spellings and children learn these separately.

Assessment at the end of each level:

By the end of Level 2:

- identify the phoneme when shown any Level 2 grapheme;
- identify any Level 2 grapheme when they hear the phoneme;
- orally blend and segment CVC words;
- blend sounds to read VC words, such as, 'if', 'am', 'on' and 'up';
- segment VC words into their sounds to spell them (using magnetic letters);
- read the tricky words: the, to, I, no, go.

By the end of Level 3:

- say the phoneme when shown all or most Level 2 and Level 3 graphemes;
- find all or most Level 2 and Level 3 graphemes, from a

display, when given the phoneme;

- blend and read CVC words (single-syllable words consisting of Level 2 and Level 3 graphemes);
- segment and make a phonetically plausible attempt at spelling CVC words (single-syllable words consisting of Level 2 and Level 3 graphemes);
- read the tricky words - he, she, we, me, be, was, my, you, her, they, all, are & spell the tricky words - the, to, I, n no, go;
- write each letter correctly when following a model.

By the end of Level 4:

- give the phoneme when shown any Level 2 or Level 3 grapheme;
- find any Level 2 or Level 3 grapheme when given the phoneme;
- blend and read words containing adjacent consonants as well as segment and spell words containing adjacent consonants;
- read the tricky words - some, one, said, come, do, so, were, when, have, there, out, like, little, what & spell the tricky words - he, she, we, me, be, was, my, you, here, they, all, are;
- write each letter, usually using the correct formation.
- orally segment words into phonemes

By the end of Level 5:

- give the phoneme, when shown any grapheme that has been taught;
- for any given phoneme, write the common graphemes;
- apply phonics knowledge and skills as the primary approach to reading and spelling unfamiliar words that are not completely decodable;
- read and spell phonically decodable two-syllable and three-

syllable words;

- read automatically all taught tricky and common exception words;

- accurately spell all the Level 2, 3 and 4 tricky words and most of the common exception words for reading;

- form each letter correctly;

- use alternative ways of pronouncing and representing the long vowel phonemes

By the end of Level 6:

- read accurately most words of two or more syllables;

- read most words containing common suffixes;

- read most common exception words;

- read most words accurately, in age appropriate books, without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words;

- sound out most unfamiliar words accurately, without undue hesitation;

- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonetically plausible attempts at others;

- spell most common exception words correctly.

The phonic knowledge of all pupils in Nursery, Reception, Year 1 and Year 2 will be assessed termly at a specified data collection time and recorded on the online assessment tool – Insight Tracker. This data is reviewed and analysed, and children's progress, attainment and barriers to learning will be discussed at pupil progress meetings. These assessments will highlight any gaps that have emerged which will shape the teaching of phonics for the coming term, including any additional teaching intervention, which may be required. This may be continued into KS2 where necessary.

In line with statutory requirements, all pupils in Year 1 will undertake a phonics screening in the summer term. Any child who does not pass the screening check re-sits it in Year 2.

The results of this screening will be included in the annual report to parents for each individual pupil.

Children with SEN needs linked to reading and phonics acquisition are supported with phonics interventions.

The class teacher will work with the SENCO to agree and provide an individualised programme of support.

***Reading at home daily will help your child significantly as the books the children bring home are linked to the phonemes they are being taught in school.***