



Phonics Statement – Foresters Primary School

At Foresters Primary School we understand the importance of early literacy development. Young children who enjoy reading have greater accessibility to other subjects and wider opportunities. We follow the progression of phonics outlined in Letters and Sounds (published 2005), using a systematic staged approach across Early Years, KS1 and into KS2 as required.

Phonics teaching in Nursery (phase 1) focuses on 7 aspects environmental sounds, instrumental sounds, body percussion, rhythm, rhyme, alliteration and voice sounds. Children also begin orally blending and segmenting. Phase 2 begins in reception alongside phase 1 activities.

When teaching phase 2 to 5 children are taught in discrete sessions following a 'revisit, teach, practise and apply approach' children are taught to apply their phonics skills in reading and writing both within the teaching and across the curriculum. They are also taught high frequency words and tricky (non-decodable words) from within the phase they are learning.

Children are also taught to apply these phonics skills through guided reading sessions using books closely matched to the phonemes they have been taught.

Year 1 screening check

In the summer term children in year 1 participate in a Phonics Screening Check to ensure all children can decode to an age-appropriate standard. Additional support is put in place by the school for those children needing to improve their skills.

Phase 6

Those children who are secure at phase 5 move onto Phase 6 where children are taught to become fluent readers and accurate spellers.

SEND

Some children need additional support with reading and writing. At Foresters we believe that phonics is the first approach to successful reading and writing. We provide phonics support and quality interventions for those children who need it. We are also aware for a small number of children alternative strategies are needed.

Statement date: May 2021