



Phonics at St Michael's

How is Phonics taught?

Phonics is taught using the Letters and Sounds Framework and is supplemented with Jolly Phonics actions and songs to engage children. Children are taught in a whole class format with catch up sessions for those who are not working at Age Related Expectations (ARE).

Sessions are between 20 and 25mins daily and follow Phonics Play planning to ensure clarity, consistency and rigour. This planning follows the routine of Introduce > Revisit > Teach > Practise > Apply > Assess each day and ensures a variety of reading, writing, and ICT based activities. Teachers are able to enhance this planning with practical activities though continuous provision.

Phonics Phases Age Related Expectations

In order to meet the required expectation for the Phonics Screening Check, the children must meet the following ARE during their time at St Michael's.

Letters and Sounds	Approximate stage / age	Phonics teaching	Tricky words
Phase 1	Nursery / Reception – ongoing	Supports the importance of speaking and listening and develops children's discrimination of sounds, including letter sounds. Activities are divided into seven aspects, including environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and finally oral blending and segmenting	
Phase 2	Autumn term of reception	Children to be taught the phase 2 phonemes in the following order alongside the written grapheme. Set 1 – s, a, t, p Set 2 - i, n, m, d Set 3 – g, o, c, k Set 4 – ck, e, u, r Set 5 – h, b, f, ff, l, ll, ss o Children to be taught to orally blend and segment CVC words using the phase 2 phonemes.	the, to, l, no, go
Phase 3	Spring and summer term of reception	Set 6 – j, v, w, x Set 7 – y, z, zz, qu (last of Letters and Sounds 'sets') - sh, th, ch, ng - ai, ee, long oo, short oo - oa, ar, or, igh - ur, ow, oi, ear - er, air, ure Completes the teaching of the alphabet and moves on to sounds represented by more than one letter. The children will learn letter names and how to read and spell some tricky words	he, she, we, me, be, was, my, you, they, her, all, are

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Phase 4	Summer term of reception (revisited in Autumn 1, Year 1)	The children learn to read and spell words containing adjacent consonants o Children to revise and recall all Phase 2 and 3 phonemes. o Children to read and write CCVC and CVCC words.	said, so, have, like, some, come, were, there, little, one, do, when, out, what
Phase 5	Autumn 2, Spring, Summer of Year 1	The children broaden their knowledge of sounds for use in reading and spelling. They will begin to build word-specific knowledge of the spellings of words. <i>Sounds:</i> ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a_e, i_e, u_e, o_e	oh, their, people, Mr, Mrs, looked, called, asked
Phase 6	Throughout Year 2 and beyond	Working on spelling, including prefixes and suffixes, doubling and dropping letters etc	

Assessment of Phonics

Phonics in EYFS is assessed on a 1:1 basis using a variety of age appropriate strategies. This is recorded on a whole class tracking sheet (see appendix). These assessments then feed directly into child-initiated provision and teaching as per the requirements of the EYFS.

The children in Year 1 and 2 are assessed against a Phonics Screening Check during every assessment week (see assessment plans 2020) and scores shared with SLT. From this data, children are identified as either being above, on track, or below the ARE using a score of 34 as an indicator. Interventions are then revised where applicable.

Children in Year 2 who were not successful in achieving the required score of 32 in their Year 1 Phonics Screening Check are supported using Project X Code and Precision teaching interventions. As with Year 1, they are assessed against a phonics screening check during assessment weeks, identified as either being above, on track, or below the ARE using a score of 34 as an indicator and interventions revised where applicable.

In all year groups, children who are below or at risk of falling below ARE for phonics are discussed in Pupil Progress Meetings.

ARE	Below	At Risk	On Track	Above
Autumn Term	0-18	19-23	24-27	28+
Spring Term	0-19	20-24	25-30	31+
Summer Term	0-24	25-30	30-33	34+

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