

English ~ Phonics

Intent



At Chuter Ede, we are readers.

- At Chuter Ede Primary School we strive to ensure that all children become successful, fluent readers by the end of Key Stage One. In order to do this we provide every child with high quality phonics as this plays a key role in children developing word decoding skills. In order to achieve this, every child from Foundation Stage and Key Stage One receives daily phonic lessons. Every lesson has a clear precise structure of revisit, teach, practise and apply. This allows for recapping previous knowledge and time to embed new learning. This can then be practised and applied in both reading and writing every day.
- Throughout lessons children are also taught how to read and spell tricky/common exception words (words that cannot be sounded out e.g. was, you) so that they are confident with these.
- At Chuter Ede Primary School we teach children in whole class groups. This allows all children to access age appropriate phonics. Children will typically learn Phase 2 and Phase 3 sounds in Foundation with them starting Phase 4 in the Summer. In Year 1, Phase 4 is recapped before Phase 5 is taught including alternative sounds and alternative graphemes.
- In Year 1, children will also do the Phonic Screening Test which assesses their phonic knowledge and ability to apply sounds to read both real and alien (pseudo) words.
- In Year 2, children then move onto learning spelling patterns and rules. All children are closely monitored and regularly assessed so that any children who are struggling or who have gaps or misconceptions are identified early and additional support put in place.

Our intent is for children to:

- ...receive consistent, high quality phonics teaching which is accessed by all children.
- ...ensure that the teaching of synthetic phonics is systematic and progressive throughout Foundation stage and Key Stage One to support phonetic knowledge and understanding.
- ...have secure phonetic knowledge, understanding and skills so that they can decode words confidently and apply this when reading and writing.
- ...be taught aural discrimination, phonemic awareness and rhyme to aid reading, writing and spelling development.
- ...use phonic awareness across the curriculum.
- ...be equipped with strategies to identify and decode 'tricky words'.

"Valuing everyone and aiming for our best"