

Phonics teaching at Thomas Jones School

At Thomas Jones we utilise the Jolly Phonics scheme, to ensure children quickly and securely build up their reading skills. Jolly Phonics is a fun and child centred approach to teaching literacy through synthetic phonics. With actions for each of the 42 letter sounds, the multi-sensory method is very motivating for children. Phonics begins in the Nursery and is taught throughout the EYFS and KS1 as whole class teaching sessions.

Our home reader scheme ensures that children are sent home weekly with fully decodable books to revisit and consolidate sounds that they have previously been taught. We use both books published by Pearson Bug Club and Big Cat Collins to promote the love of reading and to expose children to a variety of genres (plays, fiction, non-fiction etc.) We also ensure decodable books are available in class book corners from Nursery to Year 6.

In EYFS and KS1, parents and carers are invited into school to attend phonics coffee mornings, which focus on teaching the sounds, demonstrating this to parents and showing them how to assist with segmenting and blending at home.

EYFS

In Nursery throughout the year **phase 1** of letters and sounds is taught discretely through Communication and Language sessions. This forms a basis for early literacy skills. The importance of speaking, listening, mark making and learning new vocabulary is emphasised. Children also develop their skill with instrumental sounds, rhythm and rhyme through child initiated and adult led activities.

Phase 1 is taught through daily phonics sessions covering all 7 aspects (such as instrumental sounds, body percussion etc.), one each week, once all the new children are settled. Activities are followed up independently at choosing time (such as making sound makers) and through adult led activities where appropriate. If children arrive into the EYFS with a good base knowledge of linking sounds to letters already then they are extended through differentiated activities and encouraged to make 'books' using their personal interests as a motivator such as a 'transport book'. Sounds and how these link to letters are discussed and children are encouraged to begin to read and write using their existing knowledge, such as sounding out 'C-A-T' to label a picture.

In Reception in the Autumn and Spring term, **phases 2 and 3** are taught daily and children learn the skills of linking sounds to letters, segmenting for writing and blending for reading and applying these skills to a variety of situations. These taught skills are developed further through weekly 1:1 reading sessions, adult led and child initiated learning activities as well as home learning when appropriate. At this stage a coffee morning is run for parents to introduce them to the sounds, expectations for the children and how phonics is taught.

In the summer term, **phase 4** is introduced to children. This phase introduces children to spelling alternatives, and it is mentioned that there are other ways of reading and writing sounds, and this is modelled clearly to children.

Year One

In the autumn I term **phases 3 &4** are consolidated and children are particularly encouraged to apply the taught skills of segmenting and blending for real purposes as they settle into a more formal teaching structure. These skills are integral to making progress within other subjects in the national curriculum.

In the Autumn II term **phase 5** is taught. Phase 5 ensures children learn what is needed to complete the Year One Phonics Screening Check but not give them too much information before they are ready. At this stage children are expected to read and write with these alternatives but not always in the correct word/position and specific ‘rules’ for placement in words is taught but not integral.

In the summer II term phase 4 and 5 are consolidated in preparation for Year Two.

Year Two

In the autumn term **phase 5** is revisited, consolidating sounds from the previous year and introducing new ‘trickier’ spelling alternatives including pronunciations such as ‘eigh’/‘ey’ joining the already existing ‘ay’ family.

In the spring term, children are taught spelling using the national curriculum objectives. Daily spelling investigations allow children to further develop their understanding of grammar and spelling alternatives. e.g. The /s/ sound spelt c before e, i and y.

	Autumn I	Autumn II	Spring I	Spring II	Summer I	Summer II
Nursery					Phase 1	
Reception	Phase 2		Phase 3		Phase 4	
Year 1	Phase 3/4	Phase 5	Phase 5		Phase 5	
Year 2	Phase 5 Review + Spelling Investigations (NC Objectives 2014)		Spelling Investigations (NC Objectives 2014)		Spelling Investigations (NC Objectives 2014)	

From **Year Three** and above, phonics is tailored to form a ‘recovery’ scheme to support those children who may still require discrete teaching of this key skill. This is led by the English Leader, Rachel McCombe, who takes children out of class for 20 minutes a day, 3 days a week, in small groups or pairs, and consolidates/re-learns key phonic skills and apply this to their reading and writing. Children are highlighted for this initiative by their class teacher and this is reviewed termly.