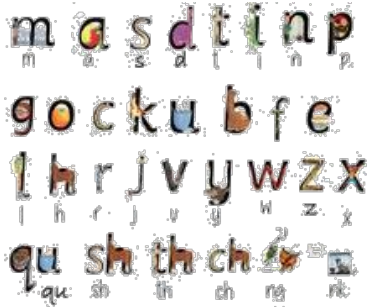




## Phonic teaching at Denbigh

You can see an overview of phonics teaching throughout our school below:

### Set 1 sounds



### Set 2 sounds:



### Set 3 sounds:



	Autumn	Spring	Summer	Outcome
<b>Nursery</b>	<p>Your child's phonic journey begins in Nursery where stories are the main vehicle for all learning. Children listen to stories, have lots of opportunity to share and retell stories with puppets and through role play. Small world play, as well as our 'home' area, support language development. Children are supported in hearing and discriminating different environmental sounds through activities such as sound walks. Children work on:</p> <ul style="list-style-type: none"> <li>• Auditory skills</li> <li>• Visual discrimination</li> <li>• Ordering skills</li> </ul> <p>When children are ready, they will begin to focus on initial, medial and final sounds within CVC words. If, and when children are comfortable with this skill, they will begin to learn Set 1 letter sounds from Read, Write, Inc.</p>			<p>By the end of Nursery, all children will have been taught to use auditory discrimination to identify initial, medial and final sounds in CVC words.</p>

	Autumn	Spring	Summer	Outcome
Reception	<p>In Reception, our staff begin by assessing the children to see which letter sounds are known.</p> <p>We stream children into 4 separate groups based on the sounds that children already know. Due to the spiral nature of our teaching, all Set 1 sounds are revised and revisited multiple times throughout the year.</p> <p>Multiple strategies (such as games and lively activities) are used to support phonic learning.</p> <p>Within Reception, children will begin to bring home a phonetically decodable book which matches their phonic ability.</p>			<p>By the end of Reception, all children will have been taught Set 1 sounds and some Set 2 sounds in preparation for KSI.</p> <p>The Early Learning Goal that we strive to achieve is: children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p>

	Autumn	Spring	Summer	Outcome
Year 1	<p>Children are streamed into phonic groups and placed according to their phonological awareness.</p> <p>We build on the work from EYFS, making sure that pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt.</p>			<p>By the end of Year 1, all children will have been taught Set 1, 2 and 3 sounds.</p>
	<p>Recap Set 1 sounds and introduce Set 2 sounds.</p> <p>Exception words will be taught alongside.</p> <p>Focus on blending and segmenting.</p>	<p>Recap Set 1 and 2 sounds. Introduce Set 3 sounds.</p> <p>Exception words will be taught alongside.</p> <p>Focus on blending and segmenting.</p>	<p>Recap Set 1, 2 and 3 sounds. Prepare for the phonic screening.</p> <p>Exception words will be taught alongside.</p> <p>Focus on reading words without overtly sounding and blending.</p>	

	Autumn	Spring	Summer	Outcome
Year 2	<p>Children are streamed into phonic groups and placed according to their phonological awareness. Those children who have not passed the phonic screening test will remain in a phonics focus group.</p> <p>In Year 2, children are still streamed into phonic groups if this is necessary. This is decided on a child-by-child basis depending on their phonic ability.</p> <p>Children revisit all sounds covered within Year 1 throughout the year. Focus on reading many common words containing GPCs taught so far without needing to blend.</p> <p>Focus on increasing fluency by being able to read words easily and automatically as well as accurate and speedy word reading skills.</p> <p>Focus on spelling patterns, common exception words, reading comprehension activities from the Literacy Box. Our planning for these sessions is very child-led and is determined based on the children's gaps and areas for improvement.</p>			<p>By the end of Year 2, all children will have been taught to apply their phonic awareness to decode new and unfamiliar words, read accurately by blending the sounds in words with all of the phonemes that they have been taught and read further exception words. A large focus is also placed on re-reading books to develop fluency and confidence.</p>

	Autumn	Spring	Summer	Outcome
Year 3	<p>In Year 3, children who still require phonic input, alongside those who have not yet passed the phonic screening, are streamed into groups which reflect their ability.</p> <p>All other children apply their phonics through guided reading and writing sessions. Toolkits (including phonic mats) are available in classrooms to support independence.</p>			<p>All children read books which are at an age-appropriate level accurately and at speed which is sufficient for them to focus on understanding what they read rather than decoding individual words.</p>
Year 4	<p>Throughout the rest of key stage 2, phonics remains high priority.</p> <p>When learning new spelling patterns, strong emphasis is given to children becoming familiar with words featuring the same letter/sound correspondences. Toolkits (including phonic mats) are available in classrooms to support independence.</p> <p>Oral segmenting and syllabification of words supports pupils with spelling.</p> <p>Fresh Start interventions are in place for those children who are still not secure in phonological awareness, or for those children who require further input or have specific gaps.</p>			<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet</li> <li>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul>
Year 5				
Year 6				

Alongside this, reading comprehension skills are taught through whole class, or small group reading sessions as well as staff promoting a love for reading through class readers and by providing access to a wide range of books.

### Additional support and intervention:

**Over and over project:** In Nursery, our children re-read books and repeat rhymes and rhythm to support the children's memory of key sounds and phrases.

**BRP:** Throughout Reception (when children are ready) and into KSI our staff work 1:1 with a small group of children to boost their reading skills and enable learners to read with confidence, understanding and enjoyment.

**Fresh Start:** Catch up phonic intervention to support low-attaining readers.

**Denbigh BEARs:** Built from the Reading Recovery model- supporting children in KSI with their reading skills. Targeted intervention in which children work 1:1 with a member of staff to accelerate their progress.

**Helicopter stories:** Throughout EYFS and KSI, we use Helicopter stories to support communication and literacy skills through story-telling and story acting.