

What does Phonics look like at St. Luke's?

This is our philosophy:

- Aspirational in our desire to ensure that all of our children are able to read age-appropriate texts, independently at a speed of 90 words per minute by the end of KS1.
- Daily exposure to a range of ambitious vocabulary with an expectation that they articulate these correctly.
- Our intent is that all children keep up, and do not need to catch up.
- High ceiling for all to ensure no child's learning is capped.

What a Phonics lesson looks like in our school:

- Mixed ability groupings / seating which allows children to work with different people over the course of time.
- Phonics readily accessible through continuous provision in EYFS/Y1.
- Lots of partner/group talk (**Conditional**)
- Reading and writing opportunities to apply phonic knowledge.
- Access to HRSW/grapheme mats and resources to help scaffold learning (flashcards with visual clues linked to a mnemonic, magnetic letters to build words practically).
- Well-structured daily lesson plans.

How does it work?

- We follow the Essential Letters and Sounds (ELS) scheme which allows children to learn the skills and knowledge required, to become independent readers, supported by reading books that are closely matched with their developing phonic knowledge.
- Continuous review of learnt sounds in words, and in isolation.
- Phonics activity books will be marked with next steps to support children with progression.
- Half termly diagnostic assessments across the school allow us to track progress and to identify gaps in children's knowledge or understanding. Interventions are then planned and delivered to target
- Oral blending
- Grapheme/ phoneme correspondence recognition
- Blending for reading
- Children who need support to receive it promptly, in order to reduce gaps before they inhibit reading progress.

- Harder to read and spell words are taught daily alongside grapheme-phoneme correspondences to develop children’s reading fluency.

This is what we do:

- Staff have access to support and training videos to allow them to reflect on the effectiveness of their teaching and continuously improve. This is also monitored by the subject leader through learning walks and professional dialogue.
- Positive use of mistakes/misconceptions that are identified during live marking.
- Whole school CPD.

This is what you might typically see:

- Paired/group work
- Active phonics where children use robot arms to sound talk, blend and stretch a word.
- Engagement and perseverance.
- Exposure to ambitious vocabulary.
- ELS sound families and learning being displayed in the classroom.

This is how we know how well our pupils are doing:

- Internal tracking through Phonics Tracker and following our assessment criteria.
- Pupil progress meetings
- Teacher assessment/targets
- Marking and feedback
- Photo evidence of practical phonics
- Targeted use of TAs – working with different groups of children and delivering daily intervention which is reported back to the class teacher.



Phonics Intervention Tracker

Name & Intervention type	Review 1 (gaps) Date: 1.11.23 Assessment type: All Phase 5 GPC's	Review 2 Date: 28.11.23	Review 3 Date: 5.12.23	Review 4 Date:	Review 5 Date:	Review 6 Date:
e.g Graham Potts GPC Recognition	Oa, igh, ee, ar, ph, wh, ear, ure %	%	%			
	%					
	%					

This is the impact of the teaching:

- Confident children who can talk about phonics.
- Children are able to read age-appropriate texts, independently at a speed of 90 words per minute by the end of KS1.
- A love of phonics / reading.
- Depth of understanding/application of ambitious vocabulary in context.
- Externally reported data – Year 1 Phonics Screening Check.

Phonics Activity Books

- ELS activity books are used consistently with the ELS scheme and live marking is used to promptly identify misconceptions such as letter reversals and spellings.

Phonics homework

- Children in Reception and Year 1 will have decodable books, consistent with graphemes learnt to read with an expectation of at least 5 times a week.
- Children in Reception and Year 1 will receive Phonics homework to enjoy completing with their family at home. This will include reading and writing opportunities to support children in retaining learnt graphemes.
- Year 1 have a class animal who needs support with phonics. A child is chosen each week to take the animal home (Boris Badger) and help him to learn the graphemes. The animal comes with an activity bag containing real/pseudo words to read, flashcards, sound mats, whiteboard and pen. The children take photographs and share what they have taught Boris that week.

