



LEARNING TO LEARN SKILLS EXPLAINED	
1. Reflective	Planning, making, reviewing
2. Teamwork	Collaboration, empathy, listening
3. Resilient	Managing distractions, 'stick ability'
4. Memorable	Questioning, laughing, making links
5. Risk Taking	There is a gap, not scared of being wrong

# Barham Primary School

*Safe, Happy, Learning*

*Embedding Excellence*



## Phonics (Lesley Clarke's Letters and Sounds) statement; Intent, Implementation and Impact

### Intent: What we want our pupils to learn?

At Barham, we strongly believe that developing children's reading skills is fundamental to education and that it enables children to gain access to and thrive in all areas of the curriculum.

We have an English curriculum, which is designed to empower and challenge our pupils, coming from various parts of the world, so that they become Global citizens of the 21<sup>st</sup> century. Our English curriculum helps our children develop their linguistic skills, but also acquire the cultural capital they need to thrive in Britain and the World. Our school uses the United Nations Sustainable Development Goals (SDGs) as curriculum drivers.

We use a systematic approach to the teaching of synthetic phonics to enable children to develop secure reading and spelling skills. It is proven that high quality phonics teaching is the best way to teach children to read, 'the EEF considers phonics to be one of the most secure and best-evidenced areas of pedagogy, recommending all schools use a systematic approach to teaching it. There is convincing evidence of the value of systematic synthetic phonics (SSP)' (The Reading Framework – Teaching the foundations of literacy July 2023). A strong emphasis on high quality teaching of phonics can substantially reduce the number of children at risk of falling below age-related expectations for reading. As a school, we strongly believe children should have excellent phonic knowledge and skills and our purpose is to enable children to read words accurately and understand texts.

At Barham, we use the DfE validated systematic synthetic phonics programme, Lesley Clarke's Letters and Sounds to deliver high-quality Phonics in the Early Years, KS1 and in KS2 in small targeted groups to support children who still require support with learning to read.

### Aims

- To provide children with high-quality synthetic phonics lessons to enable them to develop fundamental reading skills and become fluent and confident readers, once phonics knowledge and skills have been successfully mastered.
- To develop children's phonological knowledge of grapheme-phoneme-correspondence and their ability to put sounds together (blend) in order to accurately read words and to break up (segment) words in order to spell them.
- To reinforce that segmenting is the reverse process of blending.
- To provide the children with effective strategies and resources to support them with the application of their phonics knowledge when they are writing in other subject areas such as English, Reading comprehension and Guided Reading sessions.
- To develop fluency and accuracy in reading across a wide range of contexts throughout the curriculum.
- To develop a love of reading and the ability to explore a wide range of genres including poetry.
- For children to be able to make links to their own experiences and other subjects within the curriculum and encourage excellent comprehension of texts.
- To promote and have a deeper understanding of extensive and rich vocabulary through exploring a wider range of texts.

## **Beginner readers should be taught:**

The more graphemes children learn to read and write, the more words they will be able to read and spell, and, as they decode unfamiliar words, they encounter new vocabulary.

Our teachers implement a multi-sensory approach in the teaching and learning of phonics, which enables the children to learn from visual, audio and kinaesthetic activities to:

- become more fluent and confident readers who develop the key phonetic knowledge needed for reading.
- become independent learners.
- be able to articulate themselves more freely and have a deeper understanding of vocabulary.
- make links between the skills learned in English and other subjects within the curriculum and understand that education is a fluid process.

## **Implementation: How we plan and teach Phonics?**

All pupils in Nursery attend a daily phonics session with an adult as part of a whole class session, and the children who are ready to access the higher aspects of Phase 1 Phonics, are extended by attending daily small group sessions with an adult focusing on Aspects 6 and 7. Pupils who are identified as requiring additional support in developing their listening and attention skills are quickly identified and provided with additional opportunities for practicing these skills or are referred to the Speech and Language Therapist (SALT) if, on evaluation, further intervention is required. The children have additional story sessions and literacy sessions with an adult.

We aim for all children to receive a strong foundation of Phase 1 teaching across all areas of provision and use our Barham Phase 1 programme overview to provide this as outlined below. The children in Nursery will be immersed in a learning environment rich with Phase 1 opportunities as well as adult led sessions covering the seven key aspects as outlined in the Statutory Framework for the Early Years Foundation Stage (DfE, 2021), Communication and language Development Matters (DfE, 2021) and The Reading Framework (DfE, 2023)

### **• Aspect 1 – General sound discrimination – environmental**

The aim of this aspect is to raise children's awareness of the sounds around them and to develop their listening skills.

### **• Aspect 2 – General sound discrimination – instrumental sounds**

This aspect aims to develop children's awareness of sounds made by various instruments and noisemakers.

### **• Aspect 3 – General sound discrimination – body percussion**

The aim of this aspect is to develop children's awareness of sounds and rhythms.

### **• Aspect 4 – Rhythm and rhyme**

This aspect aims to develop children's appreciation and experiences of rhythm and rhyme in speech.

### **• Aspect 5 – Alliteration**

The focus is on initial sounds of words, with activities including I-Spy type games and matching objects, which begin with the same sound.

### **• Aspect 6 – Voice sounds**

The aim is to distinguish between different vocal sounds and to begin oral blending and segmenting.

### **• Aspect 7 – Oral blending and segmenting**

In this aspect, the main aim is to develop oral blending and segmenting skills.

### **\*Phase 2 will be introduced when/if children are secure within Phase 1**

We provide pupils with planned daily discrete phonics sessions in Reception to Year 2 that follow the sequence of teaching set out in 'Lesley Clarke's Letters and Sounds'. This provides consistency in the knowledge pupils are taught and clear progression of skills across the phonics phases and year groups.

We access planning, resources, training and support from 'Lesley Clarke's Letters and Sounds' Further information and support for parents and carers about this programme can be found [here](#).

Lesley Clarke's Phonics lessons reinforce the 26 letters of the alphabet and explicitly teach the children the 44 distinct sounds (phonemes) that the letters (graphemes) represent in a systematic way.

At Barham, we use Lesley Clarke's Letters and Sounds to apply a synthetic phonics approach to the teaching of phonics through teaching the children that each alphabet letter has its unique sound. The children will be encouraged to listen and respond to the teacher as they are taught each grapheme and the sound that it makes, and will have daily opportunities to revisit prior learning and develop new learning. As soon as they have understood this concept, the children are progressively taught the following core concepts; that there are times when two or three letters can come together to make a new sound e.g. **s**at, **m**ad, **b**in; that a sound can be represented in many ways e.g. **sh**in, **nigh**t; and that a group of letters can represent different sounds e.g. **day**, **chain**.

Once the children are taught the first 6-8 graphemes of the programme, they will be taught to decode (break) words up into separate sounds, which they then blend together to read words and then to identify the sounds in words and match each one with a letter to spell words.

The sequence of letters taught using our chosen phonics programme, introduces children to the most common graphemes in order for them to become familiar with them and learn frequent and useful pairing of graphemes in words using the letters '**satpin**'.

We strongly believe that reading should begin at an early stage therefore; we use the programme's systematic approach to the teaching of synthetic phonics from as early as Nursery once the children have successfully mastered Phase 1. Every lesson follows a simple, consistent approach providing children with regular routines that promote independent, resilient and confident learners. The four part teaching sequence (review, teach, practise and apply) aims to quickly develop grapheme-phoneme-correspondence, word recognition and spelling.

### Example of Lesley Clarke's Letters and Sounds Progression:

Phase 2: Autumn Term: First Half & Just Into Second Half				
Week	GPCs	Tricky Words: Reading	Tricky Words: Spelling	Other Content (shows when introduced for 1 <sup>st</sup> time)
1	s, a, t, p			oral blending and segmenting hearing the first sound of a word
2	i, n, m, d			blending VC and CVC words
3	g, o, c, k,	HF word: and		segmenting VC and CVC words demonstrating reading captions
4	ck, e, u, r	to, the		reading captions (supported) demonstrating spelling captions
5	h, b, f, ff, l, ll	no, go	model: to, the	
6	ss	I		reading plurals ending in 's', polysyllabic words & words we don't say as we sound
7	REVISION			demonstrating writing of polysyllabic words

### Lesley Clarke's Letters and Sounds Phonics teaching sequence:

#### Revisit and Review: (approx 3 mins)

These parts of the lessons have been planned to revise a variety of different phonic skills across the week, so none of them are forgotten: oral blending & segmenting/blending/segmenting/reading graphemes/writing (including finding) graphemes/reading tricky words/writing tricky words.

#### Teach: (approx 5 mins)

These parts of the lessons have been planned to introduce new learning e.g. learning a new grapheme/tricky word. The adult leading the session introduces the new learning (this may include modelling). The children complete a task as a class so that their new learning is supported. There is a balance of reading and writing activities in 'teach' across the week.

**Practise: (approx 7 mins)**

These parts of the lessons are when the children 'have a go' at using the new learning (from the 'teach' part of the lesson) to read/write words by themselves (or possibly with a partner). Most of the words are linked to the new learning, but some are linked to previous learning, which may need revision.

**Apply: (approx 5 mins)**

In Phase 2 these parts of the lessons involve the adult demonstrating how to read OR write a caption. As the days progress, more participation from the children are invited in this process.

**Programme of Teaching Expectations:**

**Long Term Plan:**

The programme has high expectations of what children should be taught in each half term and this starts as soon as the children are settled into reception. The expectations are outlined below:

YEAR	1 <sup>ST</sup> HALF AUTUMN	2 <sup>ND</sup> HALF AUTUMN	1 <sup>ST</sup> HALF SPRING	2 <sup>ND</sup> HALF SPRING	1 <sup>ST</sup> HALF SUMMER	1 <sup>ST</sup> HALF SUMMER
N	Phase 1: Aspects 1-6				Phase 1: Aspects 1-7 Focus particularly on Aspect 4: rhyme and Aspect 7: oral blending and segmenting.	
YR	Phase 2: (Alongside revision of elements of Phase 1 where necessary - liaise with Nursery staff)	Finish Phase 2 & Start Phase 3:	Phase 3:	Phase 3:	Phase 4	Phase 4 Revision of aspects of Phases 3/4 in need of revision
Y1	2 weeks' revision of aspects of Phases 3/4 in need of revision from YR then Phase 5 Part a)	Phase 5 Part b)	Phase 5 Part c)	Phase 5 Part c)	Phase 5 Part c)	Phase 5 Part c)
Y2	Phase 6					

**Lesley Clarke's Letters and Sounds Progression**

<u>Barham's Phonics Provision</u>	Phase 1 Phonics Programme supported by Lesley Clarke's Letters and Sounds:	Phase 1 Phonics Programme supported by Lesley Clarke's Letters and Sounds:	Phase 1 Phonics Programme supported by Lesley Clarke's Letters and Sounds:
	<p><b><u>Autumn 1 and 2:</u></b></p> <p>Aspect 1 – Environmental sounds Aspect 2 - Instrumental sounds Aspect 3 - Body Percussion</p> <p><b><u>Core skills:</u></b></p> <p>*Developing children's listening skills (whole-body listening) *Tuning into sounds in the environment *Listening and remembering sounds (auditory memory and sequencing) *Talking about sounds (developing vocabulary and language comprehension)</p>	<p><b><u>Spring 1-2:</u></b></p> <p>Aspect 4 - Rhythm and Rhyme (to experience and appreciate rhythm and rhyme ) Aspect 5 – Alliteration Aspect 6 - Voice Sounds Aspect 7 - Oral blending and segmenting (for the pupils who are ready)</p> <p><b><u>Core skills:</u></b></p> <p>*The children continue to consolidate good listening skills and Aspects 1-3. *Children continue to develop their ability to recognise their name and continue mark making</p>	<p><b><u>Summer 1 &amp; 2:</u></b></p> <p>Phase 1 Aspect 7 (Oral blending and segmenting) Closing of gaps in Aspects 1-6 of Phase 1</p> <p><b><u>Core skills:</u></b></p> <p>*Hearing the initial sound in words (e. g. knowing that 'ant' begins with an /a/ sound) *Blending the sounds in VC and CVC words (e. g. 'up' and 'tap') *Segmenting the sounds in VC and CVC words (e. g. 'up' would be sounded out 'u-p' and tap 't-a-p')</p> <p>They will continue to consolidate their listening skills and all aspects of Phase 1. Pupils in need of further support would begin Phonics 10 intervention groups.</p>

Phase 2: Autumn Term: First Half & Just Into Second Half				
Week	GPCs	Tricky Words: Reading	Tricky Words: Spelling	Other Content (shows when introduced for 1 <sup>st</sup> time)
1	s, a, t, p			oral blending and segmenting hearing the first sound of a word
2	i, n, m, d			blending VC and CVC words
3	g, o, c, k,	HF word: and		segmenting VC and CVC words demonstrating reading captions
4	ck, e, u, r	to, the		reading captions (supported) demonstrating spelling captions
5	h, b, f, ff, l, ll	no, go	model: to, the	
6	ss	I		reading plurals ending in 's', polysyllabic words & words we don't say as we sound
7	REVISION			demonstrating writing of polysyllabic words
Phase 3+: End of Autumn Term and all Spring Term additions/changes to 2007 LaS ('ure' removed)				
Week	GPCs	Tricky Words: Reading	Tricky Words: Spelling	Other Content (shows when introduced for 1 <sup>st</sup> time)
1	j, v, w, x		the	letter names
2	y, z, zz, qu	he, we	to	
3a				capital letters
3	sh, ch, th, ng	she, me, be		
4	ai, ee, igh, oa	was	no, go	blending & segmenting CVs
5	oo, oo, ar, or	my		
6	ur, ow, oi, ear	you		
7	air, er	they		
8		her		spelling words ending k/ck, s/ss, f/ff/, l/ll
9		all		blending & segmenting words ending in 's' reading words ending 's and es.
10		are		reading words we don't say as we sound
REVISION: Insert 2-3 single weeks of revision where needed. Possibly 1 after week 3a & 1 after week 4/5.				
Phase 4+: Summer Term (additions to 2007 LaS)				
Week	GPCs	Tricky Words: Reading	Tricky Words: Spelling	Other Content
1		said, so	he, she, we, me, be	blending & segmenting CVCCs
2		have, like, some, come	was, you	blending & segmenting CCVCs & CVCCs
3		were, there, little, one	they, all, are	
4		do, when, out, what	my, her	
5			Revision: weeks 2-4	blending & segmenting CCVCs
6				reading words ending 'est', contractions ending n't, 've & words we don't say as we sound
7	ve			reading contractions ending 'll & words ending 'ed'
REVISION: Use rest of summer term to teach aspects of Phases 2-4 shown as insecure in assessments.				

Phase 5:				
Week	GPCs	Tricky Words: Reading	Tricky Words: Spelling	Other Content
<b>Phase 5a: Autumn Term: First Half</b>				
1	ie, ue (/oo/ & y/oo/), oe	oh, their	said, so	
2	i-e, o-e, e-e, a-e, u-e	called, asked	like, have	
3	ay, ou, ea, aw	people, looked	were, there	
4	ir, ew (/oo/ & y/oo/), oy, au	Mr, Mrs	some, come	
5	ey, wh, ph	revision	revision	words we don't say as we sound
If there is a week before half term, use this for revision.				
<b>Phase 5b: Autumn Term: Second Half</b>				
6	a (/ai/, /ar/*, /o/), e (/ee/), i (/igh/)	water, again, because	when, what	
7	o (/oa/), u (/oo/long, /oo/short), ow (/oa/)	who, laughed, work	do	
8	ie (/ee/), ea (/e/), er (/ur/)	please, different, friends, where	one	
9	y (/igh/, /ee/, /i/), ch (/c/)	many, any, mouse, eyes	out	
10	c (/s/), g (/j/), ey (/ay/)	once, thought, through	little	
11	<b>le</b> & reading words with rarer alternative pronunciations in PSC framework: ch (/sh/) ou (/oa/, /oo/)			
<b>Phase 5c: Spring &amp; Summer Terms</b>				
12	/ai/: revision: ai, a-e, ay, a, ey		Mr, Mrs	best bets for spelling /ai/
13	/ee/: revision: ee, e-e, ea, ey, e, ie, y		people	best bets for spelling /ee/
14	/igh/: revision: igh, ie, i-e, i, y			best bets for spelling /igh/
15	/oa/: revision: oa, oe, o-e, o, ow, ou		oh	best bets for spelling /oa/
16	/oo/ & y/oo/: revision: oo, ue, u-e, ew, u, ou /w/: revision: w, wh			best bets for spelling (y)/oo/ & /w/
17	/oo/ short: <b>new: oul</b> revision: oo, u		looked	best bets for spelling /oo/
18	/oy/: revision: oi, oy & /ou/: revision: ow, ou & /f/: revision: f, ff, ph			best bets for spelling /oy/, /ou/, /f/
19	/or/: <b>new: a, al, our</b> revision: or, aw, au		called	best bets for spelling /ai/
20	/ur/: <b>new: or, ear</b> revision: ur, ir, er			best bets for spelling /ur/
21	/ch/: <b>new: tch</b> revision: ch & <b>new ending: ture</b>			best bets for spelling /chi/
22	/j/: <b>new: dge, ge</b> revision: j, g			best bets for spelling /j/
23	/z/: <b>new: se &amp; ze</b> revision: z, zz			best bets for spelling /z/
24	/s/: <b>new: ce, se, st</b> revision: s, ss, c			best bets for spelling /s/
25	/n/: <b>new: gn, kn</b> revision: n			best bets for spelling /n/
<b>Phonics screening check revision week: -schedule this the week before the check (whenever that is)</b>				
26	/u/: <b>new: o</b> revision: u /k/: revision: c, k, ck, ch			best bets for spelling /u/ & /k/
27	ar/: <b>new: al</b> revision: ar, a*		asked	best bets for spelling /u/
28	/air/: <b>new: are, ear</b> revision: air		their	best bets for spelling /air/
29	/ear/: <b>new: eer, ere</b> revision: ear			best bets for spelling /u/
30	/m/: <b>new: mb</b> revision: m & /r/: <b>new: wr</b> revision: r			best bets for spelling /m/ & /r/
31	/sh/ endings: <b>tion, ssion</b> & /zh/ endings: <b>sion, sure</b>			best bets for spelling tion/ssion

\*Teach in classes in which some/all of the children pronounce bath as 'barth'.

Lesley Clarke's Letters and Sounds: Phase 6+ Medium Term Plan

Week	Focus: Revision of Best Bets for Spelling Less Common GPCs Prefixes/Suffixes Other Spelling Foci	Common Exception Words for Spelling Phonetically Regular Tricky Tricky in some parts of the country only
<b>Autumn Term</b>		
	If a partial week is available, revise best bets for /w/ (w & wh) & /f/ (f, ff, ph)	/w/: where, who
1	/sh/ endings: tion, ssion & /zh/ endings: sion, sure /m/ (mb, m) & /r/ (wr, r) /ear/ (eer, ere, ear) /air/ (are, ear, air, ere) /ar/ (al, ar, a*)	/m/: climb /ear/: here /air/: where /ar/: after, fast, last past, father, class, grass, pass, plant, bath, path, half
2	/k/ (k, ck, c, ch) /n/ (gn, kn) & /u/ (o, u) /s/ (ce, se, st, s, ss, c) /z/ (se, ze, z, zz) /j/ (dge, ge, j, g)	/k/: school /u/: love, money /s/: house, because, once, mouse /z/: please
3	/ch/ tch, ch, ending: ture (not a grapheme) /ur/ (or, ear, ur, ir, er) /or/ (a, al, our, or, aw, au) /ou/ (ow, ou) & /oi/ (oi, oy) /oo/ short (oul, u, oo)	/ur/: work /or/: your /ou/: our /oo/: put, push, pull, full, would, could, should
4	/oo/ long (oo, ue, u-e, ew, u, ou) oa (oa, oe, o-e, o, ow, ou) igh (igh, ie, i-e, i, y) ee (ee, e-e, ea, ey, e, ie, y) /ai/ (ai, a-e, ay, a, ey) & eigh	/oa/: most, both, old, cold, gold, hold, told, clothes /igh/: find, kind, mind, child, wild
5	Days of the Week & Numbers	
6	Homophones: ate/eight; see/sea; by/buy; I/eye; no/know; hole/whole; to/too/two	buy, by; I, eye
REVISION: Useful to have the week before half term or during assessment week, so adjust accordingly.		
7	Polysyllabic words ending in 'et' & 'age'	through, water
8	'ing': concept of progressive present/past tense; rules for adding 'ing'	move, prove, improve
9	'ed': concept of past tense; pronunciation eg 'jumped'; 'wanted'; rules for adding 'ed'	laugh
10	/or/: (ough, augh) Irregular past tense: changing vowel phoneme; no change; patterns in rhyming sets	-
11	'er': concept of changing verb to noun eg run, runner	thought
REVISION: Useful to have at end of term or during assessment week, so adjust accordingly.		

Week	Focus: Revision of Best Bets for Spelling Less Common GPCs Prefixes/Suffixes Other Spelling Foci	Common Exception Words for Spelling Phonetically Regular Tricky Tricky in some parts of the country only
<b>Spring Term</b>		
12	'er': concept of; comparative adjectives eg longer; rules for adding 'er'	different
13	'est': concept of superlative adjective eg longest; rules for adding 'est'	says, his, has
14	's'/'es': concept of plurals; rules for making plurals	any, many
15	Final /l/: (le, al, el, il)	friends
16	'y': concept of changing noun to adjective eg bone, bony; rules for adding 'y'	of/off
REVISION: Useful to have the week before half term or during assessment week, so adjust accordingly.		
17	'ly': concept of changing adjective to adverb eg quick, quickly; noun to time adjective eg week, weekly; noun to adjective eg friend, friendly; rules for adding 'ly'	only
18	/or/: (ar, oor, oar, ore)	/or/: door, floor, poor, sure
19	Homophones: our/hour; some/sum; son/sun; sore/saw; for/four/ pair/pear; where/wear; there/their/they're	hour, our
20	Contractions: concept of combining two words and using apostrophe to indicate missing letters	-
21	Possessive apostrophe.	every, everybody
REVISION: Useful to have at end of term or during assessment week, so adjust accordingly.		
<b>Summer Term</b>		
22	'ful': concept of changing noun to another noun eg hand, handful; various root words to adjectives eg truth, truthful; rules for adding 'ful' 'less': concept of changing noun to adjective eg tooth, toothless; opposite of adding 'ful'; rules for adding 'less'	beautiful
23	Compound Words	today
24	'en': concept of changing adjective to verb eg soft, soften; changing verb to adjective eg bite, bitten; rules for adding 'en'	even
25	Adding prefix 'un': concept of negative verb or adjective.	again, Christmas
26	'ness': concept of changing adjective to noun eg late, lateness; rules for adding 'ness' 'ment': concept of changing verb to noun eg enjoy, enjoyment; rules for adding 'ment'	busy, pretty
REVISION: Useful to have the week before half term or during assessment week, so adjust accordingly.		
27	/ai/: (ea) Homophones: great/grate; break/brake; steak/stake; blue/blew; knew/new; here/hear; deer/dear; quite/quiet; night/knight; won/one; bare/bear	great, break, steak
28	Schwa: (or, ar, our, a)	sugar
29	Schwa: (a, e, o)	behind, children, parents
REVISION: Use rest of summer term to teach any aspects of Phase 6 shown as insecure in assessments.		

### **Letter formation:**

At Barham, we teach children to correctly form their letters during phonics lessons and when teachers are modelling writing on the whiteboards. This helps them to develop and secure their letter formation. We use Letter-join as a handwriting scheme to support our children with this (Letter Join- **Username: next Password: steps** <https://www.letterjoin.co.uk/> ).

### **Resources:**

Children have access to whiteboards, pens, and grapheme phoneme correspondence (GPC) sounds mats with the phonemes and graphemes from Lesley Clarke's programme to support them in phonics lessons and on tables, to support them in other lessons.

Classrooms display Lesley Clarke's graphemes and her alphabet letters. They also display 'Best Bet trains' to support the children with the spelling of alternative phonemes e.g. /ea/ ee, e-, y, to provide children with opportunities to apply their phonics knowledge when they are writing in other areas of the curriculum. All classrooms have a reading corner that includes a reading progression poster.

Learning assistants take responsibility for leading phonics groups and provide children with a calm working environment where phonics resources/walls are available to support the children.

### **Reading:**

We use fully decodable phonics books, which are closely matched to our chosen Phonics programme to provide consistency across the whole school for children who need to develop their Phonics skills and fluency when they are reading. Once the children are secure with the new content that has been taught, they are able to read the books from that set within the Phonics phase to develop their fluency. They may also read books from a range of publishers whose books have also been closely matched to our chosen phonics programme to ensure consistency and progression. The children also take home a reading for pleasure book for them to enjoy in order to receive the full complement for reading- reading for pleasure, fluency and to develop their phonics skills.

### **Home Reading/Support and Guidance for Parents/Carers:**

There is regular communication between home and school through face-to-face interactions and using the children's home reading logs. Soft starts where parents will be invited into school to read with their children in class will be introduced this term to promote our reading for pleasure culture and to support parents in reading with their children. Children receive 1 fully decodable phonics book and a reading for pleasure book to take home each week. Parents are advised to read daily with their child and to support them by encouraging them to 'sound-out' and **blend** together the sounds in unfamiliar words for example, 'ch-i-p....chip!'

### **Useful websites for parents/carers:**

<https://www.lesleyclarkesyntethicphonics.co.uk/index.php/parents/366-information-for-parents-carers-of-children-in-schools-using-lesley-clarke-s-letters-and-sounds-programme>

### **Supporting pupils in reading, including pupils with special educational need and/or disabilities (SEND):**

We recognise that in all classes, children have a wide range of ability in reading, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

We quickly identify children who require additional support through the use of rigorous assessments. Formative and summative assessment is used to track pupils' progress to strengthen their phonics skills and their application of these skills in their reading and writing (see further details below) and gaps in learning are closed through Keep-up targeted provision.

Any child who needs additional practice in phonics, including any child identified as having a specific additional learning need (SEND) has daily keep-up support, taught by a fully trained adult. Keep-up lessons match the structure of class teaching, and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning.

Where a child has large phonic knowledge gaps (possibly due to moving to the school) then Lesley Clarke's Letters and Sounds Phase 10 Phonics Resources will be used to support the child in making the progress needed to work at the age-related expectation alongside their peers. This programme mirrors the main Lesley Clarke's Letters and Sounds programme but with adaptations and support in place that make it possible for schools to meet the needs of all their learners. It has been created to help children learn to read using the right level of challenge for each child and using the graduated approach if needed.

We timetable daily phonics lessons for any child, who is not fully fluent at reading or has not passed the Phonics Screening Check. These children urgently need to catch up, so the gap between themselves and their peers does not widen. We use the Lesley Clarke's Letters and Sounds assessments to identify the gaps in their phonic knowledge and teach to these using the Keep-up resources – at pace. These short, sharp lessons last 20 minutes and take place at least four times a week.

### **Impact: What we achieve by delivering Phonics in this way and how we know?**

Through the teaching of systematic phonics, our aim to provide children with the body of knowledge that is necessary for pupils to learn to read and spell. Children can then focus on developing comprehension and greater fluency throughout the rest of school.

#### **Assessment:**

Ongoing Assessment for Keeping – Up:

Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.

Teachers and learning assistants leading phonics sessions are constantly assessing the progress of individual children within a session or series of lessons and making adaptations to teaching or interventions based on this assessment.

Observations and records of the children reading during one to one and group reading sessions evidence pupils' progress in reading in their ability to directly apply the skills of decoding words into individual sounds and accurately blend them together to read words. This includes alternative spellings and pronunciations of graphemes. As the children move throughout the phonics programme, it is clear to see the progress that they have made in their ability to read books containing tricky words, which they have, been taught in a fluent and confident manner, rereading to develop further fluency and for pleasure.

Pupils' attainment and progress in Reading is measured against the objectives set in the National Curriculum and recorded by teachers using Target Tracker as well as our half termly reading assessment sheets to inform parents and future teaching and learning activities.

Teachers assess children's understanding of phonics on a daily basis using Lesley Clarke's formative assessment tracking grids. These are reviewed daily and weekly to provide a level of the children's progress and understanding within their phonics phase and to inform daily teaching and learning. At the end of each half term, this information is analysed and discussed to provide an overview of children's phonics stages and track how children are progressing. Gaps are quickly identified and addressed through whole class teaching and targeted interventions. At the end of the academic year, the class teacher passes on the end of year phonics data to the next class teacher in order to ensure that the children are placed in the correct groups according to their phonics needs.

#### **STATUTORY ASSESSMENT:**

Children in Year 1 sit the Phonics Screening Check. Any child not passing the check re-sits it in Year 2.