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Aims



- * To teach children aural discrimination, phonemic awareness and rhyme to aid reading, writing and spelling development.
- * To encourage the use of segmenting and blending so that decoding skills provide a sound foundation for reading, writing and spelling.
- * To ensure the teaching of phonics is rigorous.
- * To enable children to use phonic awareness across the curriculum.
- * To ensure that children know the 44 phonemes within the English language.
- * To teach children to recognise the graphemes within words and associate them with the appropriate phoneme when reading.
- * To provide children with strategies to identify and decode 'tricky words.'
- * To assess children's knowledge regularly to ensure no child falls behind.



Objectives

Phonics

- *To provide daily, high-quality phonics teaching that ensures all children have a strong foundation upon which to tackle the complex processes of reading and writing.
- *To ensure that the teaching of synthetic phonics is systematic and progressive throughout the foundation stage, key stage one and key stage two for those children needing interventions to support phonetic knowledge and understanding.
- *To ensure that children have sound phonetic knowledge, understanding and skills so that they can decode words confidently and engage with higher-order reading and writing skills.



Rockingham Early Years

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Statement of Intent



At Rockingham J & I school, we have fidelity to the Letters and Sounds programme as our approach to teaching reading. We aim to build children's speaking and listening skills in their own right as well as to prepare children for learning to read by developing their phonic knowledge and skills. We follow a detailed and systematic programme for teaching phonic skills for children starting in Early Years and Foundation 1 to when children are 3, with the aim of them becoming fluent readers by age seven.

Programme of Phases

	Autumn	Spring	Summer
Early Years	Phase 1 - environmental sounds		
FS1	Phase 1 reviewed	Phase 2 Continuous	
FS2	Phase 2 6 Weeks	Phase 3	Phase 4
Year 1	Phase 4 Revisit	Phase 5	Phase 5
Year 2	Phase 6	Phase 6	Phase 6

Phase	Phonic Knowledge and Skills
Phase One	Activities are divided into seven aspects, including environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and finally oral blending and segmenting.
Phase Two	Learning 19 letters of the alphabet and one sound for each. Blending sounds together to make words. Segmenting words into their separate sounds. Beginning to read simple captions.
Phase Three	The remaining 7 letters of the alphabet, one sound for each. Graphemes such as ch, oo, th representing the remaining phonemes not covered by single letters. Reading captions, sentences and questions. On completion of this phase, children will have learnt the "simple code", i.e. one grapheme for each phoneme in the English language.
Phase Four	No new grapheme-phoneme correspondences are taught in this phase. Children learn to blend and segment longer words with adjacent consonants, e.g. swim, clap, jump.
Phase Five	Now we move on to the "complex code". Children learn more graphemes for the phonemes which they already know, plus different ways of pronouncing the graphemes they already know.
Phase Six	Working on spelling, including prefixes and suffixes, doubling and dropping letters etc.

Children in Early Years and F1 are taught Phase 1 through a differentiated approach within the setting and as a discrete session on a daily basis building up to 10-15 minutes. As the children become confident in Phase 1, Phase 2 sounds will be introduced in play-based activities. Phase 2 is taught as a discrete 15-minute session from Spring 1 and over learnt throughout the year. Phase 1 continues in continuous provision.

