



Phonics Teaching at Springfield

Phonics is a way of teaching children to read quickly and skilfully. They are taught how to: recognise the sounds that each individual letter makes; identify the sounds that combinations of letters make such as 'oo' and 'sh'; they are taught how to blend sounds together from left to right to make a word such as sh-o-p=shop. Children are then able to use this knowledge to decode new words that they hear or see. Children are also taught how to segment (break apart) words for spelling.

At Springfield, we use a sequential scheme of learning based on the Letters and Sounds sequence of learning letter sounds. This is supported by the planning and resources from [Phonicsplay](#) and the visual, auditory and kinaesthetic approach from the actions and songs of Jolly Phonics. The school adopts a consistent approach to teaching and learning in phonics across the whole school. All staff have been trained to follow the same approach. A teaching Handbook has been devised with video tutorials for teachers to dip into to refresh their learning. Teachers are skilled to adapt the scheme and lessons to devise bespoke lessons to best meet the needs of the children. Our Phonics teaching Programme has been carefully considered and evaluated to address the ['16 essential core criteria for Systematic Synthetic Phonics'](#) as outlined by the DFE in January 2022.

Phonics teaching starts in Nursery with Phase 1 teaching where they are taught to 'tune in' to sounds in a practical way through activities and through environmental play and routines. Phase 1 learning is continual and built upon through phase 2 where children begin to learn phonemes (sounds) graphemes (the visual representation of the sound) and how to blend words for reading and segment words for spelling. The structure of our daily phonics teaching follows a 4 part lesson, where children: 1) revisit previous learning- this is a vital stage to allow children to 'over learn' and provide rapid recall of their prior learning. 2) Teach; where new phonemes or common exception words are taught. 3) Practice- where children practice reading and writing words containing the new sound 4) Apply section- where the children have the

opportunity to apply their learning through reading or writing words and sentences. Children become confident in Phase 2 learning and move onto Phase 3 before the end of Reception. Phase 4 and Phase 5 equip children to learn the phonemes and types of words they may meet in the Statutory Phonics Screening test at the end of Year 1. Children new to the school or those who do not pass the Phonics screening test in Year 1, take the test again in Year 2.

At Springfield, we have a collection of phonetically decodable texts which complement our phonics teaching and an excellent way to enable children to apply their phonics learning. These texts are used during Guided reading sessions and are sent home for further practice.

Due to the high mobility at Springfield, we have many children arriving into classes across the school, some of these pupils may have English as an additional language or have not been to school in the UK. The school plans small intervention groups in KS2 to enable children to access phonic teaching and accelerate their learning in this area.

Teachers and school leaders carefully monitor and track the progress of children to support those children who are at risk of falling behind.

Links to phonics learning websites:

www.phonicsplay.co.uk