



Reading at Probud School – “Strong roots feed a lifetime of learning.”

What is Phonics?

Words are made up from small units of sound called phonemes. Phonics teaches children to be able to listen carefully and identify the phonemes that make up each word. This helps children to read words and to spell words using the corresponding graphemes (the written corresponding sound). The children progress onto digraphs and trigraphs: sounds made up of two letters such as -ch, -sh, -th and three letters, such as -igh, -our.



In Nursery, we use **Foundations for Phonics** to ensure children are well prepared to begin grapheme-phoneme correspondence and blending at the start of Reception. It contributes to the provision for 'Communication and language' and 'Literacy' (DfE, 2022)¹; it will sit alongside a stimulating language-rich provision. This programme will ensure all pupils are developing an awareness of sound, through activities that develop focused listening and attention, including oral blending.

The above provision will ensure children are in the best possible place to begin Phase 2 at the very start of Reception and some children may be ready for Phase 2 teaching in Nursery.

We follow the [Little Wandle Letters and Sounds Revised progression](#), which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

The programme overview shows the progression of GPCs and tricky words that we teach term-by-term. The progression has been organised so that children are taught from the simple to more complex GPCs, as well as taking into account the frequency of their occurrence in the most commonly encountered words. All

the graphemes taught are practised in words, sentences, and later on, in fully decodable books.

Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long-term memory. Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn, giving them access to the treasure house of reading. Our expectations of progression are aspirational yet achievable as we strive to maintain pace, practice and participation by all children. Children who are not keeping up with their peers should be given additional practice immediately through keep-up sessions.

As a result, all our children are able to tackle any unfamiliar words as they read. At Probus Primary School, we also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects

Our ongoing, 6-weekly assessment of children's phonics progress is sufficiently frequent and detailed to identify any pupil who is falling behind the programme's pace. If any child does fall behind, targeted support is given immediately through daily 'keep up' sessions.

Each day in your child's phonic lesson, they will be introduced to a new phoneme as well as revise previously taught phonemes. They will then be encouraged to recognise and use these phonemes in their reading and writing.

Once the children have completed the Little Wandle scheme then they will be ready for Phase 6. They will investigate and learn to add suffixes (eg; ing, ed, er, ly, ness) to words and to spell words in the past, present and present continuous tense as well as the rules regarding regular and irregular verbs. They also look at superlative adjectives, comparative adjectives contracted words and plurals.