



# Phonics at Parkdale Overview

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Parkdale has a robust and rigorous approach to phonics. Our chosen validated systematic synthetic phonics programme (SSP) is Bug Club Phonics. It teaches children grapheme phoneme correspondence in order to blend phonemes into spoken words and segment spoken words into phonemes. By ensuring high-quality phonics teaching we want to give all children a solid base upon which to build as they progress through school, as well as help children to develop the habit of reading widely and often, for both pleasure and information.

## Nursery

The main focus for children joining us in Nursery is based in speaking, listening and communication. To begin with, most attention is focused on the children's listening skills. Phase 1 phonics games are played daily to practice these skills and include: environmental sounds, instrumental sounds, body percussion, rhythm and rhyme, alliteration and voice sounds. Towards the end of the year, the initial Phase 2 sounds (s,a,t,p) will be introduced. These phonemes will then be repeated and consolidated before the children move into Reception. Phonics Bug videos, songs and actions all support the children's learning.

## Reception

Statutory baseline assessment at the start of Reception probes the children's listening skills for initial sounds but not letter recognition. As such Phase 1 phonics is revised to begin with to support this assessment. The focus being on listening to syllables, rhymes and onset and rime. The children soon move on to Phase 2 sounds and are taught at a pace of 1 new phoneme introduced per day, through daily class phonics sessions. In addition to taught sessions, the children's morning work largely consists of phonics games linked to the current sound or focused skill. Phase 3 phonemes are also taught during Reception, meaning that by the end of the year all children have been exposed to the first spelling choice for all 44 phonemes and have the freedom to 'phonetically' write any word they choose.

Children's phonic knowledge is assessed regularly via our online Phonics Tracker programme and children's reading books are closely matched to only contain sounds that the children have been taught and are confident in their knowledge.

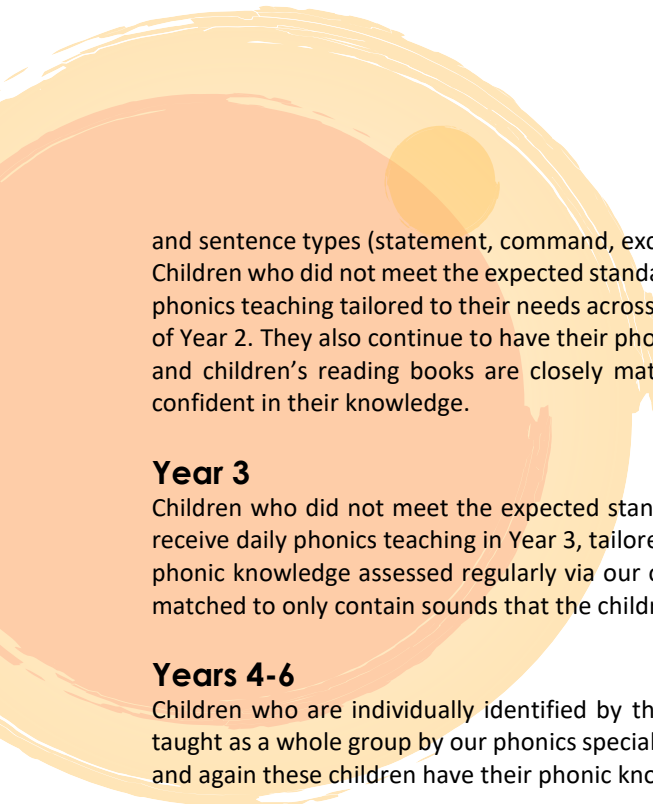
## Year 1

Phonics continues to be a high priority in Year 1, with the government statutory phonics assessments being administered at the end of this school year. The children begin the year with a short recap of Phase 3 sounds and then move on to Phase 4 phonics, which revisits all Phase 2 and 3 phonemes as well as reading and writing CCVC and CVCC words and the consonant blends. The children then move on to Phase 5 which teaches a combination of new phoneme grapheme correspondences, alternative spellings and alternative pronunciations. All children continue to be taught through daily class phonics, plus children assessed to need additional support will also receive additional small group or 1:1 phonics teaching. We have a good record of children passing the phonics screening test at the end of Year 1, with our school pass rate historically being above the national average.

As in Reception, children's phonic knowledge continues to be assessed regularly via our online Phonics Tracker programme and children's reading books are closely matched to only contain sounds that the children have been taught and are confident in their knowledge.

## Year 2

Children move on to Phase 6 phonics in Year 2. This sees a move to spelling patterns and grammar, including: past, present and future tenses, prefixes and suffixes, homophones and near homophones, memory strategies for spellings, contractions



and sentence types (statement, command, exclamation and question). This continues to be taught to the whole class daily. Children who did not meet the expected standard in their phonics screening test at the end of Year 1, also receive additional phonics teaching tailored to their needs across phonics phases 2-5. The children re-sit the phonics screening test at the end of Year 2. They also continue to have their phonic knowledge assessed regularly via our online Phonics Tracker programme and children's reading books are closely matched to only contain sounds that the children have been taught and are confident in their knowledge.

### **Year 3**

Children who did not meet the expected standard in their phonics screening re-sit test at the end of Year 2, continue to receive daily phonics teaching in Year 3, tailored to their needs across phonics phases 2-5. They also continue to have their phonic knowledge assessed regularly via our online Phonics Tracker programme and children's reading books are closely matched to only contain sounds that the children have been taught and are confident in their knowledge.

### **Years 4-6**

Children who are individually identified by their class teachers, continue to benefit from daily phonics sessions and are taught as a whole group by our phonics specialist HLTA. The content of these sessions is tailored to the best fit of the group and again these children have their phonic knowledge assessed regularly via our online Phonics Tracker programme.

