

How we teach Phonics

Phonics is taught in a highly structured programme of daily lessons across FS/KS1 and KS2 in groups differentiated according to children's phonic awareness and development. The **Letters and Sound Programme** is followed, providing a synthetic approach to the teaching of phonics. This is supplemented by **Jolly Phonics**, **Precision phonics**, **Espresso** and a variety of **ICT games**. Each session gives an opportunity for children to revisit their previous experience, be taught new skills, practise together and apply what they have learned.

Children need to learn phonics in a fast, fun systematic way. In order to learn the skills of blending and segmenting and to learn phoneme-grapheme correspondences, they should have worked through the six phonic phases in order. Some children will need to revise and revisit aspects of phonics throughout Key Stage 2.

Transition from Phonics to Spelling

When children reach PHASE 5 they learn about the long vowel phonemes and other phonemes that can be represented by a range of graphemes. They encounter words where sounds could be made in a number of different ways. Choices have to be made. These choices are not random. Generalisations can be made. Generalisation marks the end of phonics and the beginning of spelling. PHASE 6 goes on to develop these generalisations and begin the process of using phonic skills and knowledge to support spelling skills.

Spelling

Children will be taught different spelling rules and patterns. They will also be taught a range of strategies and techniques for remembering spellings. This will continue throughout KS2.

How we teach Reading

At Hythe Bay Church of England Primary School I children will learn to read with confidence, fluency and understanding, providing them with the skills required to achieve a lifetime of enjoyment through reading. Children read in school independently, in guided groups, with reading buddies, and as a shared class session. They listen to adults and other children read, taking part in paired reading with their own and other age groups.

During the Early years many activities take place which promote pre-reading skills. Children become aware of print in their environment and match pictures and words. Language comprehension is developed by talking and reading to the children. As children gain phonic knowledge they start the process of decoding.

Initially, as children learn to read, they are given a picture book with no words with the intention that they will share the book and take part in a conversation generated by the pictures. Gradually as the children's knowledge of letters and sounds develop they begin to phonetically decode words.

Our reading books are organised into coloured Book Bands and include books from both a range of schemes, such as **Oxford Reading Tree**, **Rigby Star Readers**, **Collins Big Cat**, **Floppy Phonics**, **Pearson Bug Club** and as well as 'real' books. Children are assessed regularly and move onto the next Book Band when their fluency and understanding show that they are ready.

Colour	Level	Colour	Level
Grey		White	2S/2S+/3B/
Pink		Lime	3B+/3W/3W+
Red	1B	Copper	3S/3S+
Yellow	1B+	Topaz	4B+/4W/
Blue	1W	Ruby	4W+/4S/4S+
Green	1W+	Emerald	5W+/5S/5S+
Orange	1S	Sapphire	6B/ 6B+/6W
Turquoise	1S+	Diamond	6W+/6S/6S+
Purple	2B/2B+	Navy	7-9
Gold	2W/2W+		