



Phonics – How it is delivered at SPS

Children are taught phonics from the first day they start full time at Swinemoor. At Swinemoor we follow the 'Floppy's Phonics' scheme. This is a step-by-step and flexible DfE validated phonics programme that engages children in reading from the outset.

Children progress through the levels as they are taught phonics throughout EYFS and KS1. They begin at level 1 in their first few weeks of school. This is consolidating their listening skills and awareness of sound in spoken words. They progress quickly on to level 1+, where graphemes and phoneme correspondence is introduced.

When children end Year 1 they should have been taught up to and including level 5 in readiness for the phonics screening test.

After level 5, children are taught the spelling programme from Read Write Inc. This is an Oxford Owl product, which is the umbrella company for Floppy's phonics. This spelling programme is a Year 2 project.

EYFS

Children remain with their class teacher. Each week approximately two new graphemes/phoneme are taught, in line with the prescribed sequencing within the scheme. These link exactly with the home reading books that the children are sharing with school staff and adults at home, allowing for deep cementing of understanding and recognition through continuous practice. Each new grapheme is followed by a 'practise and apply' session the following day, where children complete the relevant page in their phonics workbook.

Children who require extra support are given a phonics booster and consolidation session. This is a play-based intervention immediately before their practise and apply session, encouraging the recognition of the taught focus grapheme and the corresponding phoneme.

Year 1

Children remain with their class teacher, apart from the children in the split foundation/1 class, who are taught by a highly skilled teaching assistant with a breadth of experience delivering phonics lessons. Each week approximately two new graphemes/phoneme are taught, in line with the prescribed sequencing within the scheme. These link exactly with the home reading books that the children are sharing with school staff and adults at home, allowing for deep cementing of understanding and recognition through continuous practice. Each new grapheme is followed by a 'practise and apply' session the following day, where children complete the relevant page in their phonics workbook.

Children who require extra support are given a phonics booster and consolidation session as part of their intervention programme within the class.

The planning and delivery of the scheme is mirrored in every class. Although the graphemes and phonemes become increasingly complex as digraphs and trigraphs are introduced, the structure of every phonics lesson and every 'practise and apply' lesson is the same throughout lower school. This ensures consistency and a rigorous approach to the equality of the phonics provision.

For more information on the structure of an individual lesson, please see appendix I.





Year 2

For the purposes of the spelling programme, year 2 children are taught the spelling programme Read Write Inc by their class teacher. For many of the children who have not achieved the recommended level in the phonics screening at the end of year 1, they are targeted with intervention programmes specific to their needs, as detailed on their individual education plans. These interventions use the Floppy Phonics resources when appropriate. For more information, please speak to the SENDCO to discuss IEPs and how they are monitored within Swinemoor.

Year 3 and onwards

For the purpose of the spelling programme, year 3 children are taught the spelling programme Read Write Inc by their class teacher. For many of the children who are not secure in the fundamentals of phonics are targeted with intervention programmes specific to their needs, as detailed on their individual education plans. In years 3 and 4, children receiving phonics intervention will access 3 hours and 45 minutes a week of targeted intervention delivered to a small group during 3 slots of 1 hour and 15 minutes each. If children still require support to develop their phonics and reading skills in years 5 and 6, this is determined on an individual basis and addressed within their IEPs.

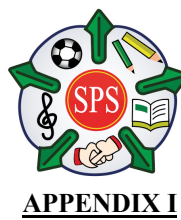
These interventions use the Floppy Phonics resources when appropriate. For more information, please speak to the SENDCO to discuss IEPs and how they are monitored within Swinemoor.

Appendix I: SEND addendum

Appendix II: Floppy's phonics teaching and learning sequence.

Appendix III: Floppy's phonic [ps half termly learning cycle and provision.





SEND ADDENDUM – PHONICS SCREENING

In order to facilitate the continuing phonics development of all children, the children who have not passed the phonics screening (or the bottom 20% of children assessed in reading, whichever is the greater) will automatically be placed on an IEP specific to phonics for a minimum of one term. This will apply to both year 1 children transitioning in to year 2, and subsequently any year 2 children who do not pass the phonics screening resit as they transition into year 3. This programme of intervention will begin immediately following the phonics screening assessment.

In Key Stage 1, children placed on a phonics IEP will receive phonics intervention for approximately 30 minutes a day in small groups.

In years 3 and 4, children receiving phonics intervention will access 3 hours and 45 minutes a week of targeted intervention delivered to a small group during 3 slots of 1 hour and 15 minutes each.

In years 5 and 6, should any child require phonics intervention this will be delivered 1:1 through daily sessions.

All children accessing phonics intervention will be given a phonics assessment on a termly basis. This will determine the needs and progress of each individual child and inform future provision.

Phonics IEPs will be located within individual children's English books.

The assessment and phonics IEP scrutiny will be recorded on the yearly planner.

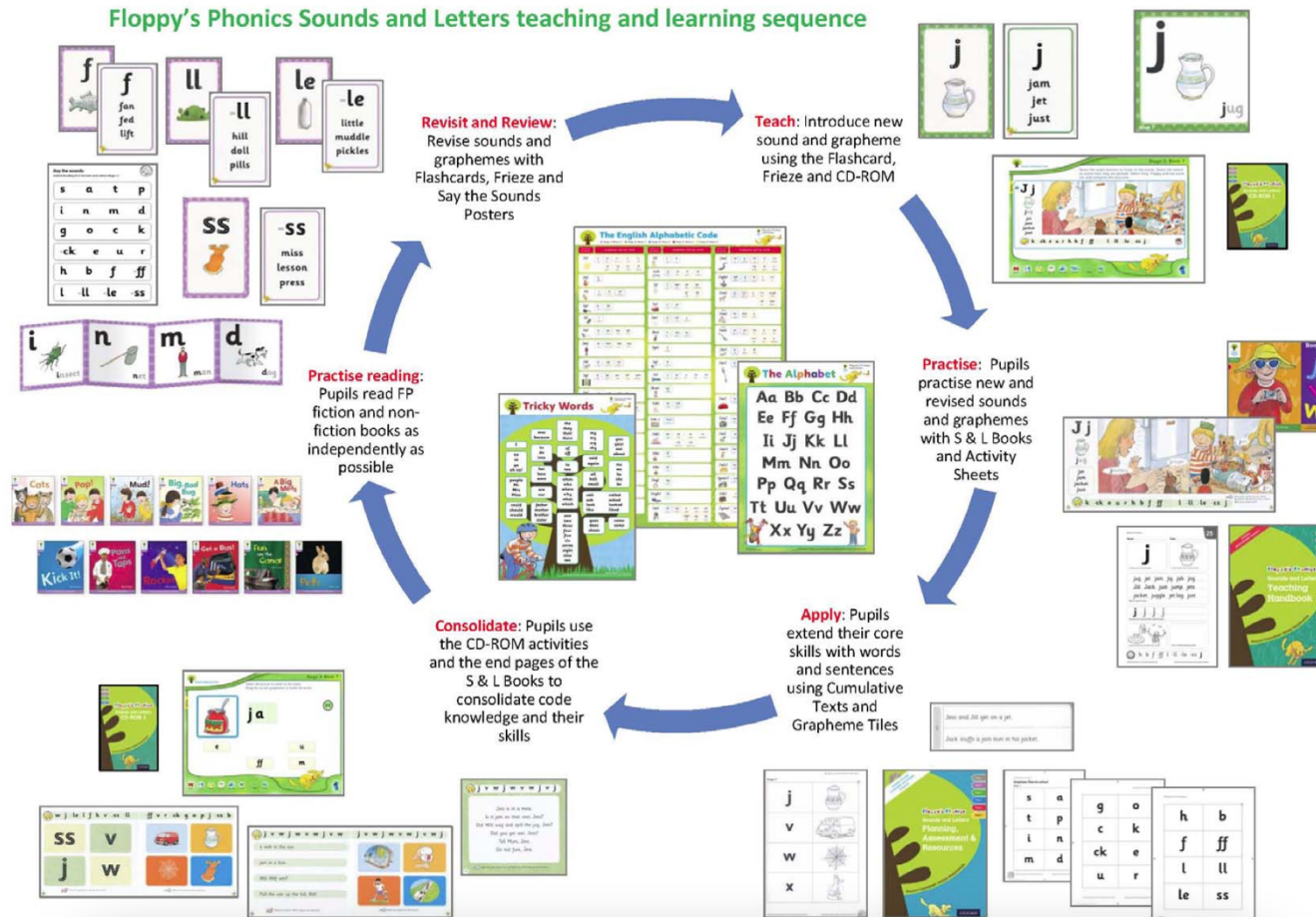
As part of the yearly transition process, it is the responsibility of the current class teacher to inform future teachers of phonics screening results and subsequent IEPs and assessment.





Appendix II

Below is the teaching and learning sequence followed when delivering a Floppy's Phonics grapheme and corresponding phoneme. The practise and apply section of the diagram is delivered in a follow up lesson. The consolidate and practise reading section is supported through teacher/pupil 1:1 reading sessions as well as reading at home. These are monitored through home reading scrutiny half termly.





APPENDIX II

Below is an example of an EYFS half termly learning cycle when following the Floppy's phonics scheme. This is to demonstrate the encompassing provision surrounding each phonics lesson, including the consolidation and revisiting of previously taught graphemes. This table serves as a guide, and is not prescriptive. The nature of school life and continuous formative assessment means that progression through may be slightly altered to suit the children's needs and learning as they progress through the scheme. For an exact mapping of the teaching sequence within Floppy's phonics, please refer to the scheme's handbook.

| <u>Week 1</u> <u>Book 1: s & a</u> | <u>Week 2</u> <u>Book 1: t & p</u> | <u>Week 3</u> <u>Book 2: i & n</u> | <u>Week 4</u> <u>Book 2: m & d</u> | <u>Week 5</u> <u>Book 3: g & o</u> | <u>Week 6</u> <u>Book 3: c & k</u> | <u>Week 7</u> <u>Consolidation</u> |
|--|--|--|--|--|--|--|
| Every child reads with an adult at least twice a week. | Every child reads with an adult at least twice a week. | Every child reads with an adult at least twice a week. | Every child reads with an adult at least twice a week. | Every child reads with an adult at least twice a week. | Every child reads with an adult at least twice a week. | Every child reads with an adult at least twice a week. |
| Every child reads at least three times in their own time, either at home or during their breaks/free choice at school. | Every child reads at least three times in their own time, either at home or during their breaks/free choice at school. | Every child reads at least three times in their own time, either at home or during their breaks/free choice at school. | Every child reads at least three times in their own time, either at home or during their breaks/free choice at school. | Every child reads at least three times in their own time, either at home or during their breaks/free choice at school. | Every child reads at least three times in their own time, either at home or during their breaks/free choice at school. | Every child reads at least three times in their own time, either at home or during their breaks/free choice at school. |
| At least one piece of 'reading' work is completed, encompassing other reading skills such as comprehension and recall as well as phonics skills. | At least one piece of 'reading' work is completed, encompassing other reading skills such as comprehension and recall as well as phonics skills. | At least one piece of 'reading' work is completed, encompassing other reading skills such as comprehension and recall as well as phonics skills. | At least one piece of 'reading' work is completed, encompassing other reading skills such as comprehension and recall as well as phonics skills. | At least one piece of 'reading' work is completed, encompassing other reading skills such as comprehension and recall as well as phonics skills. | At least one piece of 'reading' work is completed, encompassing other reading skills such as comprehension and recall as well as phonics skills. | At least one piece of 'reading' work is completed, encompassing other reading skills such as comprehension and recall as well as phonics skills. |
| Targeted children attend a practise and consolidation session twice a week. | Targeted children attend a practise and consolidation session twice a week. | Targeted children attend a practise and consolidation session twice a week. | Targeted children attend a practise and consolidation session twice a week. | Targeted children attend a practise and consolidation session twice a week. | Targeted children attend a practise and consolidation session twice a week. | Targeted children attend a practise and consolidation session twice a week. |
| Continuous provision | | | | | | |

