



The Abbey Phonics Teaching

September 12th 2014



Shaftesbury Abbey Primary

Church of England Voluntary Aided School



ghoti

What does this word say?



Phonics

What do we use to teach phonics?

- We use a government publication called Letters and Sounds, supported by Jolly Phonics (especially in Reception and Yr1)
- This is split into 6 phases and is taught as a discreet phonics session from Reception to year 3



A Brief outline of the phases -

Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
No sounds are taught – children work on rhyme, alliteration, voice sounds oral blending and segmenting	19 letters of the alphabet are taught – blending sounds together to make words segmenting words into their separate sounds Beginning to read simple captions.	The remaining 7 letters of the alphabet are taught. Digraphs and trigraphs are taught. Reading captions, sentences and questions. Once the children have completed this phase the children will have learnt one grapheme (written representation of a sound) for each sound.	Consolidation phase. The children are taught to blend and segment longer words with adjacent consonants e.g. swim, clap, jump	The children are taught the alternative ways of writing the sounds they already know and different ways of pronouncing them.	Working on spelling including prefixes, suffixes, doubling and dropping letters

Why have we decided to change the way we teach phonics?

- As the children move year groups we are finding that the classes have children working within a range of phases making differentiation more challenging
(some classes having 4-5 phases in one)
- Delivery of lessons in this case becomes a challenge and it can be hard to pitch learning at a place where all children can access it
- Limit the number of child who get lost/ fall through the net
- Target these children early so the gap does not grow wider
- Shorter concentrated inputs can have a positive outcome



How it will run...

- From 9.10-9.30 children will work in their "phase" groups.
- They will be taught by in smaller groups and by a KS1/ KS2 member of staff (Teachers will always plan the sessions)
- After this the children will return to their classrooms and continue their school day as usual.
- The children will be continually monitored in their groups daily and be assessed each half term to see if they are secure enough to move to the next phase.
- *Reception will not be involved to start with. They will learn the first phases within their classes.*

Benefits

- The children will work in groups that focus on the phase they are working within - to secure the sounds and skills they need to progress
- The teaching will be tailored to the children in that phase
- The children will work in smaller groups getting the direct input they require
- The children will move on to the next phase only when they are ready to
- The children will be fully engaged as the sessions will be pitched to their level- meeting their needs directly
- Evidence from other schools suggests that children will make good progress from working in this way



Assessment

- Continuously monitored on a daily basis - children should be able to make steps in progress within each session.
- The group leader and partner will be constantly talking about the children they are teaching and giving feedback to one another on future planning and achievement
- Half termly assessment - in more depth to establish if the children have made significant progress
- When the child has secured the skills of the phase they will be moved into a group that will help progress to the next stage of their learning



Any problems?

- *Parents are worried about their children not working with children of the same age?*
- *Why can this not be done in the classroom?*
- *Self esteem of children may be affected?*
- *Teaching assistants will be teaching some of our children*

