



LAMMACK
PRIMARY SCHOOL

Phonics and Early Reading

How is the Phonics and Early Reading curriculum adapted for Lammack children?

When teaching Phonics and Early Reading at Lammack, our aim is that every pupil will learn to read, regardless of their background, needs or abilities. We take a consistent approach, ensuring that each child becomes a fluent reader with good understanding. To maximise the potential and progression of our children, all teachers are trained in the delivery of Phonics and Early Reading.

How this subject is taught

At Lammack synthetic phonics is taught as the main approach to early reading and writing and follows a systematic curriculum. In Foundation Stage this is primarily based on 'Letters and Sounds' (Primary National Strategy 2007) and Jolly Phonics. Phonics is taught daily as a discrete structured lesson for approximately twenty minutes. In Key Stage 1, teaching follows the guidelines as set out in the National Curriculum (Framework document 2013- appendices for spelling). In Year 1 a discrete phonics lesson is also taught daily, but in Year 2 it is incorporated into the teaching of spelling. In Key Stage 2, the teaching of phonics is covered through the National Curriculum guidelines for spelling. However, some phonics teaching is used as an intervention in Key Stage Two for those pupils who are significantly below the expected level.

Foundation Stage

Foundation stage revisit Phase 1, building on from nursery, which is listening to, and identifying sounds in the environment. By the end of the year Reception, pupils have completed Phases 2, 3 and 4. This comprises learning all 44 sounds and knowing what letters represent each of the sounds.

Key Stage One

In Year 1, children study Phase 5. Phase 5 looks at alternative spellings such as the 'A' sound – cake, pain and play. In Year 2 children look at how to use and spell past tense words and learn the rules to help them make correct spelling choices. This is based mainly on Phase 6. For further information please refer to:

<http://www.letters-and-sounds.com/what-is-letters-and-sounds.html>

How this subject is assessed

Each term, children are assessed by their teachers to establish which phonic phase they are working within. This information is used to track their progress and if necessary put extra support in place. At the end of each year, this information is passed on to the next class teacher. In 2012 a statutory phonics check was introduced into Year 1. The check assesses phonic knowledge learned in Reception and built upon in Year 1. The main purpose of the assessment is to identify those pupils who need extra help with decoding and blending. From years 2 to 6, each half term pupils are tested with the Rising Stars spelling assessments. Together with ongoing formative assessments, teachers are regularly informed about their pupil's progress.