



Sandbrook approach to Phonics and Reading

At Sandbrook Primary we aim to create lifelong learners who have a passion for reading for the rest of their lives. Competence in reading is the key to independent learning and is given the highest priority at Sandbrook, enabling all the children to become enthusiastic, independent and reflective readers. Success in reading has a direct effect upon our progress in all areas of the curriculum and is crucial in developing children's self-confidence and motivation.

We use a variety of materials to reinforce reading. Children follow the ORT scheme and will have a book to take home to read several times throughout the week. We also continue to encourage reading for pleasure, as children have the opportunity to experience a wide range of reading activities.

Time is set aside for storytelling, welcoming families and carers into school to share stories with their children, guided reading sessions, assemblies and library times.

We recognise the importance of teaching a systematic synthetic phonics programme to build upon children's speaking and listening in their own right, as well as prepare children for learning to read by developing their phonic knowledge and skills. We follow the letters and sounds principles and practice high quality phonics from FS1 – Year 3 (Primary National Strategy 2007), supported primarily by resources from 'Jolly Phonics' and any other additional resources teachers see fit to cater for children's specific needs.

This provides a detailed, systematic programme for teaching phonic skills for children starting by the age of four years old, with the aim of them becoming fluent readers by the age of seven years old.

Phonic sessions are differentiated and classes are split into ability groups covering phase 1 – 6 of the letters and sounds document.

The table below is a summary:

Phase	Phonic Knowledge and Skills
Phase One	Activities are divided into seven aspects, including environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and finally oral blending and segmenting.
Phase Two	Learning 19 letters of the alphabet and one sound for each. Blending sounds together to make words. Segmenting words into their separate sounds. Beginning to read simple captions.
Phase Three	The remaining 7 letters of the alphabet, one sound for each. Graphemes such as ch, oo, th representing the remaining phonemes not covered by single letters. Reading captions, sentences and questions.

	On completion of this phase, children will have learnt the 2simple code, i.e. one grapheme for each phoneme in the English language. Letter names are learned. All 44 phonemes are known.
Phase Four	No new grapheme-phoneme correspondences are taught in this phase. Children learn to blend and segment longer words with adjacent consonants, e.g. swim, clap, and jump.
Phase Five	Now we move on to the “complex code”. Children learn more graphemes for the phonemes which they already know, plus different ways of pronouncing the graphemes they already know as well as alternative spellings.
Phase Six	Working on spelling, including prefixes and suffixes, doubling and dropping letters etc.

It is proposed that Year 3 should carry on the teaching and learning of letters and sounds programme. This is to ensure that all children achieve the 6 phases of learning and continue to apply and use their phonetic knowledge and skills throughout Key Stage 2.

Children’s phonic and reading progress is assessed regularly. For those children who require extra support, we provide additional intervention programmes, linked to reading, writing and phonics. We also provide intervention programmes for children in Key Stage 2, including several volunteers who listen to children read on a 1:1 basis, concentrating on children who may not get this support at home for a variety of reasons.