



#### Intent:

At Golborne St Thomas', our aim is for all children to be fluent and confident readers. We teach phonics using a linguistic phonics programme called Sounds-Write. Sounds-Write is a complete phonics curriculum that teaches the skills, concepts, and code knowledge necessary for children to read and spell. Sounds-Write is validated by the Department for Education (DfE). It starts with what children learn naturally, the sounds of their own language, and teaches them to represent those sounds in writing.

#### Implementation:

At St Thomas', Phonics is highly structured, cumulative and multi-sensory. This approach is used for teaching reading and spelling across the whole school. Phonics is delivered daily in Reception and KS1. Students are taught the Initial Code in Reception and cover the Extended Code and how to read Polysyllabic Words during Years 1 and 2. They consolidate this knowledge with a focus on spelling during the rest of KS2.

Students are taught **four key concepts**:

1. Letters are symbols that represent sounds
2. Sounds can be spelled using 1, 2, 3 or 4 letters (dog, street, night, dough)
3. The same sound can be spelled in different ways (rain, break, stay, gate)
4. The same spelling can represent different sounds (head, seat, break)

Students are taught to master **three key skills**:

1. Segmenting - the ability to pull apart the individual sounds in words
2. Blending - the ability to push sounds together to build words
3. Phoneme manipulation - the ability to insert sounds into and delete sounds out of words. This skill is necessary to test out alternatives for spellings that represent more than one sound.

Children in Reception begin with the Initial Code where they practise all three key skills whilst learning the one-to-one sound-spelling correspondences and securing their understanding of key concept 1. This builds up confidence and phonic knowledge enabling them to read and spell a wide range of words and sentences.

At first, children learn to read and spell simple one-syllable words with a consonant-vowel-consonant (CVC) sound structure (for example, 'sat'). By the end of Reception, they can read and write one-syllable words with up to five, or even six, sounds such as 'twist', 'grand' or 'scraps'.

Children also develop their knowledge of key concept 2 as they learn to read and spell words containing some sounds spelled with two letters (the sound /sh/ in 'fish' or the sound /th/ in 'thin', for example) as well as the three-letter spelling < tch > for the sound /ch/ in 'catch'. Key concept 3 is introduced towards the end of Reception as the students learn about a small number of sounds that can be spelled in more than one way (for example, the sound /k/ spelled as < k > in 'kit', < c > in 'cat' and < ck > 'pick').

In Year 1, children continue to practise all three key skills whilst learning the Extended Code and developing key concepts 2, 3 and 4. Learning of the Extended Code is a lifelong process – we all continue to develop our understanding how to read and spell in English whenever we encounter new words. This is why the Sounds-Write approach is used right up to the end of KS2 to read and spell polysyllabic words of increasing complexity.

Children in Years 1 and 2 develop their code knowledge through explicit, systematic teaching of the Extended Code units. Polysyllabic words are introduced in Year 1.

## RECEPTION

	Autumn	Spring	Summer
Review	Content from previously taught units based on formative assessment		
Current Unit	Units 1-7	Units 8-11	Bridging Unit
Reading and Writing in Connected Text	Reading: decodable texts from previously taught units Writing: content from at least two units behind the current unit		

## Year 1

	Autumn	Spring	Summer
Review	Content from previously taught units based on formative assessment		
Current Unit	Review of Initial Code Extended Code Units 1-9  Introduction of Polysyllabic Words	Extended Code Units 10-18  Polysyllabic words	Extended Code Units 19-26  Polysyllabic words
Reading and Writing in Connected Text	Reading: decodable texts from at least one unit behind the current unit and begin introducing other carefully selected texts  Writing: content from at least two units behind the current unit		

## Impact

At St Thomas', through the successful teaching of phonics, children can develop into fluent readers who can quickly recognize familiar words and easily sound out new words they encounter. We regularly assess children's attainment and progress in phonics. Additional support is provided for children as required. The multi-sensory approach that is used to teach Phonics in the EYFS and KS1 is used throughout the school when teaching spelling in KS2 and is used during lessons when children are introduced to new vocabulary. The teaching of phonics and early reading allows children to develop their phonemic awareness (the ability to hear, identify and manipulate letter symbols with their appropriate sounds).

[Links for parents](#)

[Support for Parents and Carers - Sounds-Write](#)

An example lesson [Fish - word building](#)

Free training is available on how to support your child to read

[Free Early Childhood Education Tutorial - Help your child to read and write | Udemy](#)

- ✓ help your child take their first steps in reading and spelling;
- ✓ understand how to help your child build, write and read simple cvc (consonant, vowel, consonant) words;
- ✓ understand how to correct your child when they make a mistake in their reading or writing simple words;
- ✓ have a basic understanding of how phonics works