



What does **Phonics** look like at St James C of E Primary School?



Our Curriculum Drivers:				
Curiosity	Achievement and success	Health and Wellbeing	Wisdom, Knowledge and Skills	Community
At St James school you will see children.....				
Blending <ul style="list-style-type: none"> - Using phonic knowledge (the alphabetic code) - Building up towards independent reading, at first blending aloud then moving towards doing it in their head. - Working towards the final goal of fluency – knowing the word on sight (but retaining the skill of decoding and blending) 		Segmenting <ul style="list-style-type: none"> - Using phonic knowledge (the alphabetic code) - Using sound 'dashes' to - Working towards independent reading and segmenting - Working towards accurate spelling as a progression on from segmenting skills - Focusing on letter formation and handwriting as part of their early writing experiences 		Enjoying <ul style="list-style-type: none"> - Building reading fluency - Exposed to fun, appropriately pitched texts following the Rocket Phonics scheme - Fostering a love of reading - Celebrating our progress
What does Phonics look like in EYFS?		What does Phonics look like in Key Stage 1?		What does Phonics look like in Key Stage 2?
Whole class teaching (Daily) Blending – swipe across with index finger (consistent hand routine) Oral blending (built in throughout day) – Modelled Blending – Supported Blending - Independent blending of words Segmenting - count sounds on thumb and finger of the left hand, palm facing the user (consistent hand routine) Modelled oral segmenting (no print)– Oral segmenting – modelled segmenting with spelling – independent segmenting		Whole class teaching + Interventions (Daily) Blending – swipe across with index finger (consistent hand routine) Modelled Blending – Supported Blending - Independent blending – Independent blending of sentences and paragraphs Segmenting - count sounds on thumb and finger of the left hand, palm facing the user (consistent hand routine) Oral segmenting – modelled segmenting with spelling – independent segmenting – targeted spelling practice		Interventions (weekly) Blending – swipe across with index finger (consistent hand routine) Supported Blending - Independent blending – Independent blending of sentences, paragraphs and texts Segmenting - count sounds on thumb and finger of the left hand, palm facing the user (consistent hand routine) modelled segmenting with spelling – independent segmenting – targeted spelling practice
What does Assessment look like in Phonics?			What do Phonics books look like?	

<p>R – Y1 - End of Half Term Assessments – Assessment A in Term 1, 3, and 5, Assessment B in Term 2, 4, 6. These are in the back of the Pupil Booklets which are used daily. Assessment content is: Knowledge of the Letter-Sound Correspondence, skill of blending for reading, skill of segmenting for spelling, skill of letter formation for handwriting. There are also three Y1 Phonics Screening Check practice papers for use before the test.</p> <p>Year 2 onwards – Assessments aligned with the Pupil Booklet that each child is working on</p>	<ul style="list-style-type: none">• Individual books (3 per school year in Y1 and R)• Encouraging respect and care of the books by the children• Pencil only used.• Marking is optional – in the moment feedback indicated with smiley faces and love hearts for good work• Interventions and catch ups should be identified and recorded as part of the teaching sequence where possible.
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