

Phonics at Willow Bank Infant School

Children's ability to recognise and apply phonics underpins all future learning in all areas of the curriculum and gives them the skills to independently take control of their learning.

Using and applying phonetical knowledge is seen as paramount at Willow Bank Infant School and goes hand in hand with speaking and listening skills.

At Willow Bank Infant School, we follow the Floppy phonics and Phonics Play programs. These programs have clear progression through the phonological skills and understanding as well as tricky words, linked to each year group, and compliments the progression stated in the National Curriculum.

From Early Years to Year 2, there are daily phonics lessons.

All phonics sessions follow the structure of having an introduction, revisiting and reviewing, teaching, practising, applying and assessing. At Willow Bank Infant School, we believe that a combination of discrete phonics teaching and reinforcement across the curriculum will provide the children with a balanced diet to help them continually progress with their phonics both in reading and writing. Teachers plan and develop phonics learning sequences to ensure they are cohesive with the development of reading skills. Within the planning for reading, writing and phonics, high frequency and tricky words are included when appropriate. This is also the same for punctuation and grammar, the planning is well developed so the links between all elements are meaningful and appropriate for the children.

It is imperative that that all phonics learning, discrete and integrated within other curriculum areas, has the following attributes:

- Enthusiastic adults who provide inspiration to pupils
- Consistent use of vocabulary, including phoneme, grapheme, digraph sounding out, blending and segmenting.
- Well organised enjoyable lessons with appropriate resources – make it fun!
- Discussions – children talking about the sounds/words and linking to previous learning/what they already know.
- Links - being made continually throughout the lessons at all levels and to prior learning in class and prior knowledge of the pupils.
- Give pupils time to reflect and discuss their own learning from that session; What did you learn today?
- Time for children to practise their new knowledge with success

It is vital that all phonics teaching is reinforced in other lessons so the children become confident when applying their knowledge in other contexts.