

How do we teach phonics from the start?



Whole-class teaching is our approach at Lawn Primary School for the organisation of teaching SSP. In doing so, teachers ensure they meet the needs of the children in their class by enriching and taking the learning deeper for some children and putting scaffolding and additional practice in place for other children where needed. *This fits with the view that mastery learning is about efforts to reduce variation in pupil achievement and close achievement gaps (Guskey, 2009).*

Once our EYFS2 children have settled into school in the Autumn term and just as we are beginning to teach phonics, we invite their families in for a Phonics Meeting. Here we introduce the Little Wandle scheme and we explain what our daily phonics lessons will look like for their children. We explain the terminology that they will hear their children use and we talk about the importance of the correct pronunciation of the phonemes. We give the parents a demonstration of aspects of the daily phonics lesson, so they have a clear insight into what their children experience. We talk through the reading books that the children will be bringing home and how they can support their child's reading journey at home. We also give them ideas of how to support their children in learning the phonemes introduced each week (which includes sign-posting them to the 'For Parents' section of the Little Wandle website). As staff, we find this meeting incredibly valuable as it is the beginning of the partnership between school and home in relation to the children's reading journey.

In the Autumn term in EYFS2, all children start learning how to read at the same time (the second week of the Autumn term) to establish routines and set up behaviours for learning. All children should progress through the Little Wandle Letters and Sounds Revised GPCs in order, although some children may take longer to learn to blend. If this happens, we do not deprive them of learning new GPCs; these children are given additional daily blending practice (keep-up). In the Spring term, if there are children still not blending, they receive additional daily blending practice and may benefit from a small step-based lesson as they learn the Phase 3 GPCs. This means that each step of the reading process is fully secured before moving on and children always get the teacher-led blending practice before reading any words independently.

See the Phonics section of our website for more information:
<https://www.lawn.derby.sch.uk/phonics/>