



Teaching on a page - Phonics

Phonics non-negotiables

<u>Working wall</u>	<u>Assessment</u>
Phoneme/s being taught displayed HRS words displayed	<ul style="list-style-type: none"> • Half termly assessment - ELS • Y1 - phonics screening end of year assessment • Ongoing daily assessment - during lesson, address misconceptions, possible SDI

Daily Phonics Sessions

Clearly defined lessons	<ul style="list-style-type: none"> • The delivery of whole-class, high-quality first teaching with well-structured daily lesson plans. • The use of consistent terminology by teachers and children. • The use of consistent resources that support effective teaching. • Repetition and reinforcement of learning. • Teachers will 'give, give, give' to the children.
Teaching sequence	<p>The teaching sequence is the same in all stages of lessons, from whole class teaching to one-to-one intervention.</p> <ul style="list-style-type: none"> • Show, copy, repeat. The teaching sequence is the same in all stages of the lesson, from whole class teaching to one-to-one intervention. • Children are given the opportunity to hear and say each sound, first in isolation, and then within words and sentences. • When introducing a new grapheme- phoneme correspondence (GPC a mnemonic or rhyme with an accompanying picture is used to ensure that children understand. • Children will hear this sound in the context of a word, and a picture and/or definition is given to support their understanding. • Practice and repetition are key. <p>Lessons follow the ELS timetable - Lesson plans are produced for Year groups and follows a termly progression</p>
Interventions	<ul style="list-style-type: none"> • 1:1 ELS interventions are used to aid the children to 'catch up' and plug any gaps in their learning. • Discussion is had with the class teacher and ELS assessment to decide on the best intervention for the gaps found.