



### **Successful Phonics at Firs looks like:**

- All teaching staff have secure subject knowledge of the Letters and Sounds curriculum
- All lessons follow a 4 part rigorous teaching structure (Revisit and Review, Teach, Practise, Apply)
- All lessons are well resourced and are prepared for and set up prior to the lesson
- Careful thought is given to the provision of appropriately structured lessons for pupils with SEN or for individual pupils who are not progressing through the phases
- LCP planning is used to plan lessons, whilst also ensuring that lessons are pitched and paced effectively
- All teaching staff expose pupils to real and pseudo words at the start and at the end of each lesson (linked to Phonics Screening Check) and use them in a practical context for pupils to apply their understanding of the sounds that they have learned.
- All teaching staff model correct terminology to pupils in lessons (for example, digraphs, trigraphs, blending etc)
- Sound buttons are used in words to teach children how to blend (a line for digraphs and trigraphs)
- Opportunities are given for children to blend sounds to read in every lesson and to segment sounds to write
- Time is given for pupils to apply their learning at the end of every lesson
- Cross- curricular phonics is incorporated in English and non-core so that children are able to apply what they have been taught independently
- All children in Reception (unless identified) complete Phase 3 and some of 4 from the Letters and Sounds curriculum by the end of the year
- All pupils in Year 1 (unless identified) complete Phase 5 from the Letters and Sounds curriculum by June and are equipped to take the Phonics Screening Check in June
- All pupils in Year 2 who are required to re-sit the test complete Phase 5 from the Letters and Sounds curriculum by June and are equipped to take the Phonics Screening Check in June.
- All other pupils in Year 2 complete Phase 6 from the Letters and Sounds curriculum by the end of the year
- Parent workshops are held so that parents and carers are able to support their children effectively at home