



## 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"> <li>• <b>Half termly assessment - ELS</b></li> <li>• <b>Y1 - phonics screening end of year assessment</b></li> <li>• <b>Ongoing daily assessment</b> - during lesson, address misconceptions, possible SDI</li> </ul>

### Daily Phonics Sessions

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