At Kings Priory School, we are committed to developing children's phonic knowledge and abilities to help them to be capable readers. We know this will help them throughout their life and see it as our responsibility and duty to the children to give them the best start that we possibly can.

Reading is at the core of our curriculum at Kings Priory School. The ability to read unlocks not only the curriculum but the world beyond school. We firmly believe working together in partnership with families is fundamental to developing children's reading ability and enjoyment for reading.

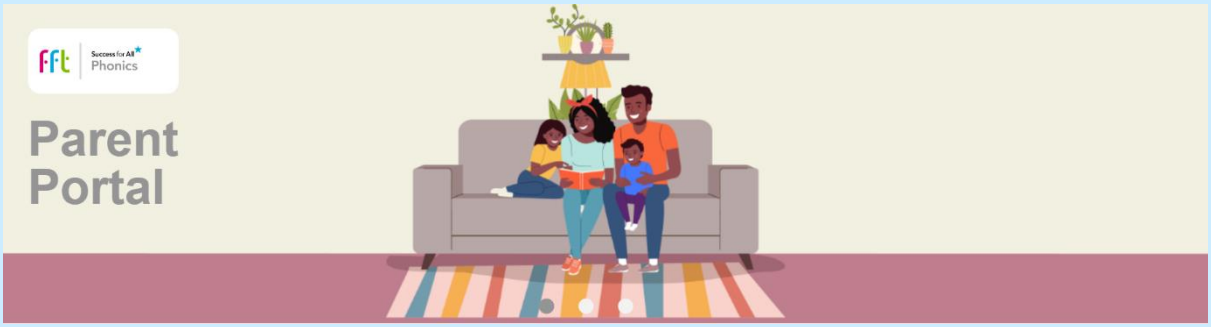
We teach early reading through Phonics. At Kings Priory School we use the FFT's Success for All Phonics programme. This is a Systematic Synthetic Phonics (SSP) programme validated by the DfE.

About FFT

- Our mission is to give all children a solid, full start to literacy and learning to read.
- *Success for All* and *FFT* are not-for-profit organisations with 20 years' experience.
- Backed by current research, support schools with literacy and improving educational outcomes.
- Highly effective literacy programmes.

FFT is non-profit organisation which helps schools to improve education outcomes for pupils

Phonics at Kings Priory School is taught following the Fisher Family Trust "Success for All Phonics" programme. This is a complete systematic synthetic phonics programme that has been validated by the DfE. Phonics is an integral part of the curriculum across the EYFS (Reception class) and Key Stage 1 (continuing into Key Stage 2 as necessary). Lessons are taught daily to ensure that children develop the skills needed to become successful readers and writers. Children are regularly assessed and there are additional planned intervention groups for children needing extra support. Success for All Phonics comes with a selection of shared readers.



How Can I Help My Child?

Advice on how to support your child with reading and phonics can be found on the Parent Portal. Click on the image above to access.

What is Phonics?

Phonics is a way of teaching children how to read and write by learning to associate letters or groups of letters with the sounds they represent. There are 44 main sounds in the English language. Each sound is represented by a grapheme (the written representation of a sound).

Children are taught how to:

- recognise the sounds that each individual letter makes;
- identify the sounds that different combinations of letters make – such as /sh/ or /oo/;
- to blend these sounds together from left to right to make a word.
- to segment words into individual sounds

Key terms we use in our teaching:

Phoneme – a single unit of sound

Grapheme – a written letter, or group of letters that represents a sound

Consonants – b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z

Vowels – a, e, i, o, u

Blend – to put or merge the sounds together to make a word (e.g. the sounds c-a-t are blended to the word 'cat'.)

Segment – to break down the word into individual sounds to spell (e.g. dog can be split into the sounds d-o-g.).

Scope and Sequence

Reception

Term 1 Phase 2 (Term 1)

Children learn short sound (GPCs) and use them to read CVC words. They are also introduced to Red Words (Common Exception Words) in their Shared Reading Books. Children are given opportunities to write graphemes in both their lower and uppercase form.

Phase 3 (Terms 2 and 3)

Children are taught long vowel digraphs and to read CCVC and CVCC words. They are also introduced to two-syllable words. Spelling and sentence writing with known GPCs are introduced.

Consonant digraphs – zz, qu, ch, sh, th, ng

Vowel digraphs – ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er

Phase 4 (Term 3)

No new graphemes are introduced. Phase 4 is an opportunity to consolidate to the children's knowledge and to help them learn to read and spell words which have adjacent consonants such as; tr–sm–st etc.

Year 1

Phase 5 (Terms 1-3)

Teaches the remaining long vowels, including split digraphs. Children learn to read nonsense words along with CCVCC, CCCVC and CCCVCC words. All Key Stage 1 Red Words are taught and reviews and children learn the spelling and grammar conventions from the Year 1 National Curriculum.

Phase 6 (Term 3)

Focuses on reviewing and consolidating all Year 1 level content.

Phonic and Writing Phrases

"For each of the Grapheme Phoneme Correspondences in Success for All Phonics we teach children a short alliterative phrase to help them to remember it, e.g. for ‘s’ we have ‘The snake slides and slithers.’ If your child is having difficulty in remembering a GPC, reminding them of the alliterative phrase might help. We also have helpful video guidance for this that can be viewed here." "

“When children learn to write lower case letters in the correct way, we use a short rhyme to help them remember how they should do this, e.g. for ‘s’ this is ‘Left around, right around, from head to tail.’ We want children to form their letters in the correct way as early as possible and prevent them from developing poor letter writing habits that will need to be corrected later."

https://vimeo.com/showcase/9340990

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Further useful links

Modelling correct pronunciation of GPCs:

https://vimeo.com/showcase/9340990

Parents' Guide:

https://www.westlands.staffs.sch.uk/wp-content/uploads/2022/09/Parent_Carer_Guide-1.pdf

Spelling with the JUNGLE CLUB

What is it?

Spelling with the Jungle Club contains all the statutory Year 2 Curriculum objectives for spelling. Like phonics, the lessons are taught daily.

The sequence of the spelling lesson on days **1-3** is mapped out as: review, teach, practise, apply. This mirrors FFT's Success for All phonics lesson so pupils will be familiar with how the lessons are structured.

To fit the jungle theme, each of these lesson parts has a name which links it to one of our Jungle Club characters:

- Review: Remember with Ember Elephant
- Teach: Learn with Lamar Lemur
- Practise: Practise with Perry Panther
- Apply: Try It with Tico Toucan

On days **4 and 5**, there is slight variation of this to ensure pupils have sufficient time to apply their new spelling skills, consolidate their learning and learn a special skill (contractions, homophones or singular possessive apostrophes*).

According to the EEF guidance for Improving Literacy in KS1, several factors are to be considered when teaching spelling:

✓ Explicitly teach spelling

✓ Practise to gain automaticity

✓ Phonics first

Progression

Throughout the programme, the activity names remain consistent across the week. However, the activities progress across the year as can be seen from the table below.

Terms 1 and 2 *Autumn 1 & 2*	**Terms 3 and 4** *Spring 1 & 2*	**Terms 5 and 6** *Summer 1 & 2*
Remember with Ember: • 10 words • Filling in a table	Remember with Ember: • 12 words • Dictation of words • Pair work	Remember with Ember: • 12 words • Cloze activity in sentences
Learn with Lamar: • 3 words	Learn with Lamar: • 8 words sorting into a table	Learn with Lamar: • 3 words for pupils to notice pattern/ rule
Practise with Perry: • 6 words	Practise with Perry: • 6 words	Practise with Perry: • 7 words
Try It with Tico: • 6 words	Try It with Tico: • 6 words with Strategy Stash introduced	Try It with Tico: • 6 words with Strategy Stash applied