



Statement on Phonics

At St Ann's Well Academy, we are committed to the teaching of synthetic phonics as the prime approach to decoding print.

- We have chosen to use a programme to present high quality systematic, synthetic phonic work. The programme we use is called [Phonics Bug](#) (link to Phonics Bug website). This programme meets 100% of the Department For Education Criteria for Phonics resources.
- We use the Phonics Bug programme in conjunction with our teachers' own ideas and resources.
- Phonics is taught daily in targeted sessions of approximately 30 minutes.
- Our staff are encouraged to build application of phonics into other lessons as and when appropriate.
- We aim to introduce grapheme/phoneme (letter/sound) correspondence to our Foundation 1 children in their first Summer term. This continues through Foundation 2.
- We aim for children to start learning phonic knowledge and skills using a systematic, synthetic programme by the age of five, with the expectation that they will be fluent readers having secured word recognition skills by the end of key stage one be designed for the teaching of discrete, daily sessions progressing from simple to more complex phonic knowledge and skills and covering the major grapheme/phoneme correspondences.
- We use a phonics tracker to enable children's progress to be assessed. Each class teacher maintains a sheet showing which sound or group of sounds a child is working on and when they have moved on.
- We use 'pure sounds', also known as 'precise pronunciation and aim to model this as much as possible. We offer guidance and resources for families to support their children in using pure sounds. Many of these can be found in the Parents' Section of our website.
- We encourage a multi-sensory approach so that children learn variously from simultaneous visual, auditory and kinesthetic activities which are designed to secure essential phonic knowledge and skills. An example of this is that we use physical actions for each sound.
- We teach that phonemes should be blended, in order, from left to right, 'all through the word' for reading
- We teach how words can be segmented into their constituent phonemes for spelling and that this is the reverse of blending phonemes to read words
- We teach children to apply phonic knowledge and skills as their first approach to reading and spelling even if a word is not completely phonically regular
- We teach children to read high frequency words that do not conform completely to grapheme/phoneme correspondence rules
- We ensure that as pupils move through the early stages of acquiring phonics, they are invited to practice by reading texts which are entirely decodable for them, so that they experience success and learn to rely on phonemic strategies. We use a scheme of books which accompany Phonics Bug.