

## How we teach phonics at Mowbray School

### Our Ethos and Vision

Our school ethos is **SURE** '*achieving Success through Understanding, Respect and Endeavour*' and underpins all learning and values that parents, pupils and staff share and wish to promote and develop at Mowbray School.

### How we teach phonics

English is a core subject of the curriculum, is central to the wider curriculum and is fundamental to every child's learning both at school and in the world beyond. Children need to develop their use of language in order to learn, play and have a full and active role as individuals in society.

Mowbray School uses the government validated ['Twinkl Letters and Sounds'](#)-systematic synthetic phonics (SSP) as our approach to the teaching and learning of phonics. The 'Twinkl Letters and Sounds' SSP teaches children to read using synthetic phonics by teaching them to associate a written letter or group of letters, known as 'graphemes', with each corresponding sound, known as 'phonemes'. It uses 'pure sounds' and children are also taught to blend and segment. Common exception (sometimes known as 'tricky' words are taught as sight vocabulary using the active repetition method. Lessons follow a structure of revisit and renew, teach, practise, apply and assess and stories, mnemonics (pictures that create a visual link to the Grapheme Phoneme Correspondence (GPC)), actions, letter formation rhymes and songs are used. Making many links through visual, auditory and kinaesthetic stimuli helps the children at Mowbray School access and secure this learning.

By following one scheme as a whole school, we have established a progressive, consistent phonics curriculum where children will progress and succeed.

Our effective phonics teaching:

- Builds upon children's current levels of attainment.
- Is systematic.
- Is taught with pace, passion and precision.
- Ensures active participation from all children.
- Makes explicit the relationship between phonics, reading, writing, speaking and listening.
- Ensures children's holistic needs are fully met with a flexible yet rigorous approach.
- Ensures our children will not just become successful readers, but also successful speakers and in turn effective communicators.

### **To supplement our teaching of phonics:**

- Children will take home phonetically plausible reading books which are well matched to their attainment, whilst still providing appropriate challenge. Teachers will use their discretion to ensure this is applicable to the pathway and phase the individual child is working within.
- Children will be encouraged to read for pleasure and develop a love for books through story time, listening to stories being read to them, look at or touch sensory books or objects of reference. School Reading Champions (student ambassadors) will support teachers in promoting a love for reading throughout the school community, as will regularly embedded school events.
- Teachers will ensure that their own, professional knowledge is secure – seeking support where necessary.

### **Assessment**

Regular formative assessments ensure learners have a broad understanding of a range of sounds and phonic concepts. These assessments not only tell us what children can do or what they know, they also outline those sounds and concepts some learners may need to revisit or practise further.

### **Intervention**

Teachers will identify children requiring robust additional intervention in phonics through regularly assessing children's knowledge of phonemes, graphemes and common exception words.

Teachers will use the intervention materials as part of the 'Twinkl Letters and Sounds' SSP to supplement the discrete phonics lessons taught. From the end of Key Stage 2, other intervention schemes will also be used if deemed appropriate.