

Phonics at Gig Mill

Phonics

There is a clear, systematic approach to the teaching of phonics at Gig Mill Primary School. It is taught every day in Foundation Stage and Key Stage 1 & these phonic lessons last 15 - 20 minutes.

The school follows the Letters and Sounds guideline published by the DFE, and use a range of resources including Jolly Phonics. We adopt a teaching sequence of: Review, teach, practice and apply.

Children are grouped by ability for this lesson. They begin by listening to and distinguishing between a range of sounds and soon progress to learning the sounds that each letter makes. After this, the children begin to build up CVC (consonant / vowel / consonant) and CCVC words. Next, they start to learn what happens when two letters are put together e.g. ch, th. They also learn the alternative spellings and pronunciations of a wide range of sounds.

To find out more about how we teach phonics please come along to our induction and parent workshops.

There are six overlapping phases. The table below is a summary based on the Letters and Sounds guidance for Practitioners and Teachers. For more detailed information, visit the [Letters and Sounds](#) website.

Phase	Phonic Knowledge and Skills
<i>Phase One</i> (Nursery/Reception)	Activities are divided into seven aspects, including environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and finally oral blending and segmenting.
<i>Phase Two</i> (Reception) up to 6 weeks	Learning 19 letters of the alphabet and one sound for each. Blending sounds together to make words. Segmenting words into their separate sounds. Beginning to read simple captions.
<i>Phase Three</i> (Reception) up to 12 weeks	The remaining 7 letters of the alphabet, one sound for each. Graphemes such as ch, oo, th representing the remaining phonemes not covered by single letters. Reading captions, sentences and questions. On completion of this phase, children will have learnt the "simple code", i.e. one grapheme for each phoneme in the English language.
<i>Phase Four</i> (Reception) 4 to 6 weeks	No new grapheme-phoneme correspondences are taught in this phase. Children learn to blend and segment longer words with adjacent consonants, e.g. swim, clap, jump.
<i>Phase Five</i> (Throughout Year 1)	Now we move on to the "complex code". Children learn more graphemes for the phonemes which they already know, plus different ways of pronouncing the graphemes they already know.
<i>Phase Six</i> (Throughout Year 2 and beyond)	Working on spelling, including prefixes and suffixes, doubling and dropping letters etc.

Reading at Gig Mill

If you are going to get anywhere in life you have to read a lot of books.”

Roald Dahl

“The more that you read, the more things you will know.

The more you learn, the more places you’ll go.”

Dr. Seuss, “I Can Read With My Eyes Shut!”

Reading

There are a range of books for the children to read and enjoy – both in classrooms, and libraries within school. Book banding was introduced for Reading in 2014. Books in school are grouped into colour bands, and children select from a range of fiction and non-fiction books within the book banding. At Gig Mill, we use a range of books including Big Cat, Oxford Reading Tree, and Project X as part of our reading scheme. The children’s enjoyment and enthusiasm for Reading has improved as a result. As children move up through the school and the colour bands, we support reading with a range of age appropriate schemes and supplementary materials, as well as books by key authors.

Within each of our “Irresistible Learning” Projects for each year group, the children access focus books of both fiction and non-fiction genres. The Schools Library Service also offers a broad selection of books for classes to use in school.

Guided Reading

Children work in small groups and read with an adult at least twice a week. Guided Reading is taught through modelled, shared and independent reading. The focus of Guided Reading is to improve the ability to decode text, but also to show a clear understanding of what is happening in the book, through deep questioning and thoughtful prompting. This is in order to support children in developing their comprehension, analysis and prediction skills. As this is at a teaching or “instructional” level, it is often at the book band above the child’s home reader. After being taught the skills of reading during these sessions, your child will then bring home their individual books to celebrate their success, gaining confidence and fluency by reading at home.

Reading at home

Children love sharing books at home. When you listen to your child read at home, it is important to listen to them read, initially helping them to decode the words (sounding the words out, using the pictures to help them, or the context of the sentence). It is also important to ask children questions about what they have read, to deepen understanding.