Alexandra Primary School

Aspire, Perform, Succeed

Alexandra Primary School

Phonics Expectations

Parental Involvement	
Nursery	• Phase 1 information booklet. • Early Years reading strategies sheet. • Curriculum workshop (including explanation of Phase 1). • Spring term and Summer term stay and play sessions (including observation of a phonics lesson).
Reception	• Phase 2 and 3 information booklets. • Early Years reading strategies sheet. • Weekly stay and play sessions (including phonics activities). • Parent observations of a Phase 2 and Phase 3 lesson. • Home learning folder (phonemes and tricky words)
Year 1	• Phase 4 and 5 information booklets. • Reading strategies sheet and bookmark. • Phase 5 workshop. • Home learning folder (phonemes and tricky words)
Year 2	• Word/spelling lists to be shared half termly. • Re-issue information booklets for children who failed PSC or have joined mid-year.
Year 3	• Curriculum booklet to include a phonics statement. • Parental involvement to be reviewed regularly. • Re-issue information booklets for children who failed PSC or have joined mid-year.
Interventions	
Nursery	• Weekly small group intervention/targeted next step sessions.
Reception	• 3 x week individual precision teaching for children falling behind in whole class phonics sessions. • Daily small group practice for the lowest 20% of readers.
Year 1	• 3 x week individual precision teaching for children falling behind in whole class phonics sessions. • Daily small group practice for the lowest 20% of readers. • Regular assessments to inform planning and intervention.
Year 2	• 3 x week intervention for the lowest 20% of readers.
Year 3 and children new to school	• Daily intervention for children who need support with phonic application.
Book change and homework	
Nursery	• 1 story book once a week to share at home. • 1 wordless book a week (Summer term). • 2 decodable reading books a week when a child is ready to apply Phase 2 – 1 of the books must have been read at school first. Both books are matched to the child's phonic ability.

Reception	• 1 story book once a week to share at home. • 2 reading books a week, both matched to the child's phonic ability. • 1 of the reading books must have been read at school first. • Each child to have a home learning folder. • Phoneme of the week shared in classroom window
Year 1 Year 2	• 2 reading books every week, both matched to the child's phonic ability. • 1 book a week to have been read with an adult at school first. • Year 1 children to have a home learning folder. • Weekly phonics coverage shared on weekly homework.
Assessment	
Nursery	• Regular assessment of Phase 1 to inform differentiated groups and readiness for Phase 2.
Reception	• Individual assessments on Phonics Tracker program - Baseline and then half termly.
Year 1 Year 2 Year 3	• Regular Mock Phonics Screening starting in January. • Gap analysis to be completed after each mock assessment process. • Individual assessments on Phonics Tracker program - Baseline and then half termly.
Planning	
Nursery	• 3 x week discrete teaching sessions. • Daily independent learning opportunities in the indoor and outdoor environment. (see separate expectation list for independent learning) • Cover Phase 1 and Phase 2.
Reception	• 5 x week discrete teaching sessions. • Daily independent learning opportunities in the indoor and outdoor environment. (see separate expectation list for independent learning) • Cover Phase 2, 3 and 4. • Lessons to be taught whole class. Support to flexible and suit the class needs. • Daily practice during phonics lesson for the lowest 20% of readers. • The revisit section of each lesson to include the recall of words containing known GPS's to build fluency. • The practise section of each lesson to include reading a word with the new phoneme in within a caption/sentence to provide context.

Year 1 Year 2	• 5 x week discrete teaching sessions. • Year 1 cover Phase 4 and 5 • Lessons to be taught whole class. Support to flexible and suits the class needs. • Daily practice during phonics lesson for the lowest 20% of readers. • Application activities to be fun and engaging and to include reading/writing for a purpose where possible. • The revisit section of each lesson to include the recall of words containing known GPS's to build fluency. • The practise section of each lesson to include reading a word with the new phoneme in within a caption/sentence to provide context.
Quality books	
Nursery Reception Year 1	• All reading books are fully decodable. • Reading books are organised by 'Letters and Sounds' phase and set.
Year 2	• Phase 2 and Phase 3 books are organised by 'Letters and Sounds' phase and set. • Colour book bands are used from yellow band.
Year 3	• Books are organised by colour book bands. • Decodable books are available to support readers if needed.
All	• Children can move from decodable reading books when they no longer overtly sound out or blend to read words containing GPC's phase 2-5. • Children should read at 90% accuracy at school. • Children should at 95% accuracy at home.