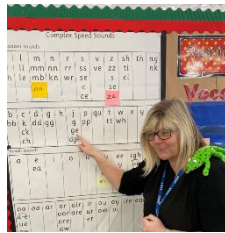


Phonics at Dothill Primary School

Planning Inclusive Lessons

At Dothill, phonics teaching and learning provides our pupils with strong foundations for reading and writing. In order for phonics learning to be accessible and inclusive it is taught through precise and structured lessons that are taught discretely each day from Reception to Year 2. From Reception onwards, the consistency of the rigorous pattern of phonics lends itself to being a highly inclusive lesson. The structure, pace and repetitive nature of lessons enables learners to apprehend the next steps and work within the clear boundaries. In order to maximise the learning potential and outcomes for all learners, there are a number of things that a teacher should consider. At Dothill Phonics is taught using the Read, Write Inc Phonics Programme.

Once pupils have learnt the initial letter sounds they are grouped from Reception to Year 2 in small groups according to their ability to learn the next 44 sounds which are divided into 3 sets. These groups are small giving our pupils the opportunity to acquire the knowledge and skills they specifically need to learn. This allows pupils to learn at their own pace and practice those sounds that find more difficult to retain.



Creating an Inclusive Environment

An inclusive phonics environment will have plenty of opportunities for learners to practise their phonics skills and learn to apply them independently. Each learning space has a working wall with either a simple or complex speed sound chart which is referred to each lesson linking sounds together. Each new sound is taught through the use of a large picture and sound card. Children hear the sound and are taught a phrase to help remember the new sound. Sounds are revised and practised through the use of small speed sound cards.

Once they have learnt initial sounds blending is then modelled by an adult with the help of FRED the frog who can only speak by blending. Pupils then practice blending and making words using magnetic letters and speed sound cards. Adults model how to decode words using the sound taught in each lesson and then pupils practice spelling these words and writing them into sentences. Lessons follow a three or five day programme where pupils read an appropriate phonically decodable text. This text is also taken home and used as their main home reading text.

Pupils are also taught how to form each letter correctly through the use of simple rhymes. They build their writing skills following a pattern of sentence writing, grammar skills and an independent write. All based on the sounds learnt that week.

How do we I teach learners to enunciate sounds correctly?

- Plan for plenty of opportunities to model and practise enunciation.
- Describe the mouth and tongue movement to say the sound and consider providing mirrors to allow learners to watch themselves saying the sound.
- Provide opportunities to decode words of differing length to meet the needs of all learners, as well as words that contain the new phoneme in different positions.

How do we support learners who struggle with attention?

- Carefully consider the pace of the lesson. A fast-paced lesson will keep learners alert and active - but ensure they have the time and support needed to be accurate with enunciation or skills application.
- Interactive lessons provide opportunities for learners to engage in different ways. In phonics, learners will be vocal when practising saying sounds, decoding and reading. There will also be opportunities for letter formation and writing.

How do we support learners who are resistant to mark-making or who have poor fine motor skills?

- Include a finger gym or fine motor skills station in your classroom with activities such as pegging, threading, using tweezers to complete intricate objectives.
- Provide opportunities for mark-making on different scales and with different media.
- If a learner is reluctant to write, reduce the reliance on whiteboards and pens in phonics lessons and consider using magnetic letters or phoneme cubes to build words. However, learners will need to be taught how to form letters and use phonics for spelling.

How do we support learners who have not learnt all 44 sounds by the end of Year 2?

- Continue with the Read Write Inc Programme in Year 3 until sounds are learnt.
- Identify the specific sounds still needed.
- Provide interventions, either 1:1 or small group to practise unretained sounds using games and fun activities.

Teaching Considerations

EYFS	KS1	KS2
<ul style="list-style-type: none"> • Provide plenty of phonics resources in the reading and writing area to help make phonics links in literacy explicit. • Be consistent with resources. • Provide plenty of opportunities for learners to explore instruments and listening activities to develop phonological awareness. • Teach phonics through adult led games 	<ul style="list-style-type: none"> • Phonics is taught discretely, daily. Further opportunities are provided every day for pupils to practices what they have been taught. • A working wall that is used and updated daily, alongside lessons that includes HFWs, GPCs, key skills, and new vocabulary. • Consistent use of resources, i.e., use of the same sound mats across all curriculum areas. 	<ul style="list-style-type: none"> • Consistent use of resources, i.e., use of the same sound mats across all curriculum areas used to support pupils that still require phonics support.