



# Summerseat Methodist Primary School

Phonics review Standards Committee December 2015

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Here at Summerseat we value the need to provide effective, engaging phonics teaching for all our children in Class 1 & Class 2.

We use phonics play as a teaching tool to develop phonics learning.

This is supported by a number of strategies as seen below.

## Reception Phonics

Different genders and learning styles are taken into consideration during each phonic session. Here are the different things that take place on a daily basis:

- **Dough Disco** - helps with dexterity, hand-eye coordination, balance, fine and gross motor. Warms fingers up before a phonics session. (children love this)
- **Singing and rhymes** - sing the alphabet song, jolly phonics songs - along with actions.
- **Actions to sounds** - Each sound from phases 2 and 3 have their own action to help the child remember the sound.
- **Shaving foam tray** - used to form letters and simple words.
- **Crazy soap tray** - used to form letters and simple words.
- **Coloured sand tray** - used to form letters and simple words.
- **Making letters** - using play dough, lego, stickle bricks, coloured sticks and so on.
- **Paints and stamps** - make the alphabet using sponge letters and paint.
- **Picture cards** - pictures of simple CVC words such as 'sun' we use these when we sound talk or '**Robot talk**'
- **Parachute phonics** - fantastic for kinaesthetic learners. Picture cards hidden under the parachute, children have to find them and then sound talk the word in a robot voice for the other children to blend. We finish off by sitting under the parachute, making a tent and 'sentence talking' using the words. (remembering to say capital letter, finger spaces and full stop)
- **Squiggle while you Wiggle** - Dancing using pieces of material (flipper flappers) and forming actions. There is a different theme each week for example 'circles' - here we make different circle/wave actions which helps us to form the letters o, a, g, d, b, p and the numbers 6, 9, 0, 8 we then use chunky pens (one in each hand) to mark make on the paper copying the actions we made with our material. We then form the different letters and numbers on the large sheets of paper using the chunky pens. (more able are challenged to write a word using the sounds)

- **Computers** - **phonics play** for blending/reading. **Purple mash** to listen to stories. **Busy things** to trace over letters to practise formation. **IWB paint projects/active inspire** to practise writing. **Leap pads** to listen to the alphabet song/letters song, trace over letters to practise formation. **Ipad/Osmo** letter tiles/reading games.
- **Phonics games/jigsaws** - board games/bingo/missing letters and so on.
- **Phonics fun club** - fine and gross motor skills such as sewing, threading and making salt dough.
- **Funky fingers activities** - Activities around the classroom such as threading cheerio cereal pieces onto sticks, threading beads onto string, cutting activities, using tweezers to pick up letter tiles.

**Class 2 Phonics:**

- Year 1/Year 2 phonics is split - Mrs William's Y2's Miss Breckon Y1's.
- Game based lessons - Phonics Play
- Let children control the lesson - choose which game to go next/what colour/design car to have for 'flash cards speed trial'.
- Time trials for flash cards - can they beat the time?
- Phonics Star - star of the session
- Practical sessions - Stand up Reading Robot/Ninja chop for longer words
- Steady pace - re-cap often each lesson/ refer back to Reception learnt sounds
- Competitions - split class into 2 parts

2012	Y1 pass rate 20% (National Average 58%)
2013	Y1 pass rate - 69% (National Average 58%) Y2 re-check pass rate -83%
2014	Y1 pass rate 80% (National Average 74%) Y2 re-check pass rate - 100% 5/5
2015	Y1 pass rate 77% (National Average 77%) Y2 re-check pass rate - 100% 3/3