



Sound!Start Phonics *for Letters and Sounds*

Rationale

At Holy Family School we use Sound! Start Phonics(DFE approved) for phonics, reading, spelling and Big Cat Letters and Sounds reading books to support reading in our Early Reading and Phonics curriculum.

A key part of the rationale behind Sound!Start Phonics is the importance of focusing attention on what we want children to know and remember.

We need children to know the sounds that are used within the English language and the way letters are used to represent these sounds. We also need them to

master the skills of blending sounds to create words and segmenting words into separate sounds so that they can use their knowledge of the letters and sounds that go together to read and write words.

The organisation of phonics teaching within our timetable, the structure of lessons, the classroom resources, the teaching strategies outlined within the Sound Start Phonics and the practice opportunities provided within and beyond daily phonics lessons support children to remain focused on these things as they work at GPC level, word level, caption / sentence level and finally text level within each phase of the programme.

The approach outlined within the programme ensures development through sequenced daily lessons of GPC knowledge, word building, spelling and tricky word reading and spelling too.

Reading	GPC Knowledge ↓	Spelling
Recognition of GPCs	Word Level Work ↓	Segmentation Skills
Blending Skills	Caption / Sentence Level Work ↓	Recall of GPCs
Recognition of Tricky Words	Controlled Text Level Work ↓	Recall of Tricky Words
	Wider application of knowledge and skills across the curriculum	PLUS: Good handwriting habits: posture, pencil hold, paper Accurate letter formation

Teaching Structure

An example of Weekly teaching structure

Weekly Teaching Structure
Reading Focus (word level)


Spelling Focus (word level)
Reading Focus (word level)
Spelling Focus (sentence level)
Tricky Word Focus

Once children have a developing knowledge of their GPCs, the weekly structure develops as laid out below.

Weekly Teaching Structure
Reading Focus (word level)
Reading Focus (sentence level)
Spelling Focus (word level)
Spelling Focus (sentence level)
Tricky Word Focus

Daily Lesson Structure / Five-part Teaching Sequence

The lesson structure outlined within the programme follows a REVIEW -> TEACH > PRACTICE -> REFLECT cycle which will be familiar to most educators:

Daily Phonics Lesson 	Revisit and Review <i>Activating prior knowledge</i>
	Teach <i>Direct Instruction: Explaining and modelling</i>
	Practise and Apply <i>Securing learning: Guided and Independent practice (scaffolded and differentiated as required)</i>
	Recap Key Learning <i>Reflecting and Evaluating</i>
Reading and Writing Tasks across the curriculum	Application of Knowledge and Skills <i>Embedding knowledge and skills</i>

Ongoing Phonics throughout the Day

Phonics begins in Nursery with attention activities and developing listening skills using mnemonics cards from Sound! Start Phonics. Phonic knowledge and skills are taught through a high-quality daily phonics lesson from the third week in the Reception year, throughout Y1 and beyond as required. Lessons are timetabled for 25 – 30 minutes but may take less time at the beginning of the programme. Additional opportunities to practise the knowledge and skills needed for reading should also be built into the daily timetable, particularly in the early stages.

Letter Formation and Handwriting are part of the daily approach in Sound Start Phonics.

The Sound! Start Phonics letter formation pattern is based on the vocabulary of movement.

The focus is on what children need to know (the shape of the letter) and the movement needed for forming it correctly. The pattern "builds" up within letter

families so that children hear, feel and see the links between letters and learn a consistent vocabulary for describing their shapes, for example all "curly

caterpillar" letters begin with a "*this way round* movement" and all "one armed

robot" letters begin with a "*straight down, bounce back up and over*" sequence.

See Sound Start Phonics Progression Document for coverage in EYFS and KS1.