

## PINXTON NURSERY SCHOOL Phonics Policy

### Intent

Phonics is the basis for reading and writing skills. It develops the skills needed to hear sounds in words and match them to the corresponding visual representation. It gives children the skills needed to use their knowledge of the alphabet to support their reading and writing as they move through school.

The New EYFS Framework states:

*“It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).”*

At Pinxton Nursery school we set the foundations for children to continue their phonological development as they move to reception and access the SSP programme.

By the end of reception, children should be achieving:

Literacy

ELG: Comprehension

Children at the expected level of development will:

- *Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary*
- *Anticipate – where appropriate – key events in stories*
- *Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play*

ELG: Word Reading

Children at the expected level of development will:

- *Say a sound for each letter in the alphabet and at least 10 digraphs*
- *Read words consistent with their phonic knowledge by sound blending*
- *Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words*

## **Implementation**

At Pinxton Nursery School the roots of our phonics teaching is based on a love of stories. Our focus teaching and learning is based on stories, which provide opportunities for an enhanced curriculum based on the current cohort of children's needs and interests. Even within our Baby Room, children are provided with experiences both indoors and out which encourage sounds and communication, such as singing, sensory play and musical instruments. This is then built upon throughout the nursery, with our Maintained children having a stronger focus on hearing letter sounds within words. Their developing brains need lots of practice and meaningful experiences to begin to notice and manipulate the range of sounds all around their world.

Within the maintained Nursery, we have chosen to use the Letterland program in order to develop our children's letter recognition.

Letterland is an imaginary place full of bright and friendly letter characters who capture children's imaginations and help them make sense of letters and sounds they make, separately and when they meet and make a new sound in a word. Children learn through short stories which are child friendly, and children enjoy and remember. By using Letterland, our children will have a firm foundation in using letter skills.

We also use a wide variety of activities to develop our children's listening skills and early phonics skills such as rhyme and alliteration, such as:

- Rhyming stories
- Singing sessions
- Rhyming games
- Role play
- Reading and sharing stories
- Library sessions
- Staff modelling and conversations with children

The activities are simple and meaningful and build on oral blending and segmenting, which embeds knowledge and develops new skills.

We teach sounds that link closely with our focus teaching books, for example teaching 'p' when reading the Three Little Pigs, but always bear in mind the teaching order of sounds (SATPIN)

## **Impact**

When they leave our Nursery, our children will recognise some letter sounds, and can say which letter sound their own name begins with, and their friend's names. They are good listeners, and enjoy singing Nursery Rhymes and listening to stories. Our children have a love of books, and leave us ready to start their SSP journey at Primary School.

**Date: Adopted April 2022**

**Review:**

**Chair of Governors – Nikki Brownbridge**

| <b>Version/<br/>Issue</b> | <b>Date</b> | <b>Author</b> | <b>Reason for change</b> |
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