



Phonics at Camestone

Phonics is the prime method used to teach children to learn to read and spell in Foundation Stage and Key Stage 1 at Camestone. Pupils are taught to:

- Distinguish speech sounds
- Identify the sounds that different letters or combinations of letters make e.g. f, p, sh, oo, igh
- Blend these sounds together from left to right to make a word.
- Segment words into sounds to spell them.

Research shows that when phonics is taught in a systematic way it is the most effective way of teaching young children to read. Camestone has a clear progression for teaching phonics, term by term, from Foundation Stage to Year 2. This is based on [Letters and Sounds](#), supplemented by Sounds Write resources in the later stages.

Principles of phonics teaching at Camestone include:

- linking reading books closely to phonic development (children also read a wide range of materials for interest)
- active, varied and engaging teaching
- using use correct terminology with children for aspects of phonics such as 'phoneme' and 'blend'
- linking to other aspects of learning, including handwriting and grammar
- applying the principles of effective phonics teaching described in Letters and Sounds

Alongside phonics, children are taught to read and write common exception and high frequency words that do not always follow the regular phonics rules.

Parents are offered regular advice and workshops about phonics and early reading.

Assessment

At Camestone, pupils are assessed regularly throughout Foundation Stage and Key Stage 1 to evaluate their progress in phonics and plan effective teaching.

The Phonics Screening Check is statutory nationally and takes place in June. It assesses reading, not spelling. It comprises of a list of 40 words that children read one-to-one with their teacher. The list is a combination of both real and made up, non-words which rely purely on using phonics to decode. It applies to:

- All children in Year 1
- Any child in Year 2 who did not meet the expected standard when they took the test in Year 1

Parents are informed about whether their child has met the expected standard in the end of year report. They are advised about how they can support their child's learning.

Children who need continued phonics input in Year 3 and beyond receive targeted intervention to help them catch up.

[DfE Information for parents about phonics teaching](#)