



Phonics in Nursery

The context of our Federation

The Pioneer Federation has a rigorous whole school approach to the teaching of phonics through daily teaching sessions and ongoing assessment. All children in Nursery, Reception and Year 1 will be taught phonic skills through a range of teaching methods. It is essential that our approach to teaching phonics and reading is accessible to all learners, regardless of background.

Intent:

We start teaching phonics in Nursery and follow the [Little Wandle Letters and Sounds Revised progression](#), which ensures children to build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

Phonological awareness – the ability to focus on the sounds rather than the meaning of language and to distinguish rhyme, syllables and initial sounds – can be seen as the foundation of phonics. As children tune into the sounds of language, they gain an awareness of the fact that within sentences there are words, and within words there are sounds.

Phonemic awareness – the ability to recognise and play around with those sounds – helps children when they later encounter the grapheme–phoneme correspondences in Reception.

What do children learn in Foundations for Phonics?

Nursery children learn how to:

- listen carefully to sounds and describe them
- recognise and make rhymes
- identify syllables within words
- identify initial sounds
- understand alliteration
- orally blend and segment
- join in and recite nursery rhymes.

Implementation:

Foundations for phonics in Nursery

- We provide a balance of child-led and adult-led experiences for all children that meet the curriculum expectations for 'Communication and language' and 'Literacy'. These include:
 - sharing high-quality stories and poems
 - learning a range of nursery rhymes and action rhymes
 - activities that develop focused listening and attention, including oral blending
 - attention to high-quality language.
- We ensure Nursery children are well prepared to begin learning grapheme-phoneme correspondences (GPCs) and blending in Reception.

Provision for rising 5's:

3 and 4 year olds:

Have 10 minutes of daily Phonics teaching. During these sessions, the pupils complete the Little Wandle overview of sounds. See below

Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
satpin	mdgocke	urhbfij	vwyzquch	ckxshthngnk

These sessions are planned using the Little Wandle Foundation for Phonics resources. Activities and provision include: What is in the box, play with sounds and name play. The pupils are exposed to sounds within their environment, their names and the body parts.

Term 3 2024-

Pupils were not secure in their SATPIN knowledge, therefore they are continuing to learn these sounds during Term 3, then are beginning MDGOCKE sounds once secure with SATPIN. See individual pupils tracking sheets with progress of Phonics.

Provision for rising 3's:

2 and 3 year olds:

Whilst the rising 5's complete their Phonics sessions. The rising 3's complete their Phonics learning through sharing stories with a member of staff, hearing words being read to them, identifying the initial sound, and completing activities to develop their listening and identifying skills.

Provision within nursery setting all children are exposed too:

- The pupils self-register daily when they come into nursery developing the identification of the sounds in their name.
- The pupils identify sounds within provision and add these to the Phonics board for the sounds which they correspond to.
- Nursery Rhyme singing, identifying sounds.
- Pupils complete games to develop their understanding of syllables within words.

Impact:

Collection of evidence for Phonics learning:

Photographic evidence of pupils completing Phonics learning within provision and within the teaching of Phonics. Tracking of pupil's phonics sounds, using the individual tracking sheets.

Summative assessment is used:

When appropriate to identify the sounds that pupils knowledge of sounds. Staff complete these when they identify that pupils can identify certain sounds.

Review:

The Nursery review the provision throughout the year to ensure children are on track and making progress.