

How we teach phonics to all our children-

- 1 Daily whole class phonic sessions all link to a 'real' storybook.
- 2 There is evidence of new learning, not just consolidation in the 'teach' part of the sequence.
- 3 The articulation of phonemes is correct by adults and children.
- 4 The four-part session is being taught
- 5 Planning demonstrates that phonics is taught at a pace likely to secure the programme's expected trajectory of progression.
- 6 Appropriate ICT is used as part of a balanced approach to enhance learning.
- 7 Sessions are pitched at the correct level with differentiated questioning and appropriate activities.
- 8 Sessions are well paced to engage the children's attention.
- 9 The Phonics programme adheres to StoryTime Phonics and is being used consistently across the school.
- 10 The sessions are fully interactive for all of the children most of the time.
- 11 Oral blending and segmenting are part of the teaching and learning.
- 12 The sessions are multi-sensory sometimes using the outdoor environment.
- 13 The teacher/ practitioner ensures that the children use their phonic knowledge as the first strategy in word recognition.
- 14 Additional adults contribute effectively to children's learning.
- 15 Lots of opportunities for the children to articulate the phonemes themselves, not just listen to the adult doing so.
- 16 Application of phonics for reading and writing is planned in the form of appropriate activities for the apply section.



StoryTime Phonics