



Northern Alliance



Principles of Effective Phonics Teaching - June 2017

The systematic teaching of Phonics should be developed within a Literacy, Language and Communication rich environment in which children develop their listening and talking, reading and writing skills through a range of child initiated and engaging adult led learning experiences. This should also include practitioners and families reading to and with children, supporting their exploration of texts.

Phonics teaching is a key piece of the literacy, language and communication jigsaw.



Systematic Phonics teaching should be developed in combination with recognising phonically irregular words, print awareness and comprehension skills.

Phonics teaching follows a developmental approach.



Teachers should use their professional judgement as to the appropriate introduction and pacing of systematic phonics teaching, using the 'Assess - Plan - Teach' cycle.

Phonics teaching develops the connection between sounds and letters.



Phonics teaching should: develop grapheme/phoneme correspondence.

Phonics teaching should develop word building and deconstruction skills.

Phonics teaching applies blending and segmenting skills in reading and writing.



Phonics teaching should provide engaging opportunities to practise blending and segmenting skills by reading and writing at word and sentence level.

Building the Foundations

Concepts of Print, Oral Language, Phonological Awareness and Pre-Handwriting skills should underpin effective learning and teaching of phonics as foundational reading and writing skills. Research tells us Phonics teaching should build on and consolidate these foundational skills. The Emerging Literacy materials will support the development of foundational reading and writing skills.

Terminology

Phoneme = the individual sounds within a language	Grapheme = the individual letters within a language
Phoneme blending = putting individual sounds together	Phoneme segmentation = splitting words into individual sounds
Phonically irregular words = words which cannot be read by using phonics e.g. said; these are often commonly used high frequency words	
Systematic teaching = phonics instruction is systematic when all the major grapheme-phoneme correspondences are taught and they are covered in a clearly defined sequence	

Assess



Teach

Plan

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Practitioners and schools can use the challenge questions below, linked to [How Good Is Our School 4 \(HGIOS 4\)](#), as part of ongoing self-evaluation to support them in embedding the Principles of Effective Phonics Teaching.

Theme	Challenge Question(s)
<p>Leadership of Phonics Linked to HGIOS 4: Q.I. 1.2 – Leadership of Learning</p>	<ul style="list-style-type: none"> ❖ How are staff supported to collaboratively plan for phonics learning across the school?
<p>Learning, teaching and assessment of Phonics Linked to HGIOS 4: Q.I. 2.2 – Curriculum Q.I. 2.3 – Learning, teaching and assessment Q.I. 2.4 – Personal Support</p>	<ul style="list-style-type: none"> ❖ What assessment tools are used to identify the needs of learners? ❖ How are the differentiated needs of all learners planned for and met through the appropriate use of support materials, including digital technologies? ❖ How do you ensure that learners are effectively applying their phonics skills through a variety of engaging learning experiences? ❖ How does the school plan for progression in literacy to ensure that knowledge and skills are built upon appropriately over time?
<p>Family Engagement Linked to HGIOS 4: Q.I. 2.5 – Family Learning</p>	<ul style="list-style-type: none"> ❖ How does the school work with families to support their child’s learning of phonics?
<p>Transitions in Learning Linked to HGIOS 4: Q.I. 2.6 – Transitions</p>	<ul style="list-style-type: none"> ❖ How does the school share phonics information at key transition points in each learner’s journey?
<p>Equity and Excellence Linked to HGIOS 4: Q.I. 3.2 – Raising attainment and achievement</p>	<ul style="list-style-type: none"> ❖ How does the school track the progress of each learner and ensure that appropriate interventions are in place to remove any barriers to learning?