



# Sheepscombe Primary School Prospectus



# 'An inspirational setting, where all children flourish'

## Ethos and values

At Sheepscombe Primary School we promote and live by the following values and characteristics:

|                |         |                 |
|----------------|---------|-----------------|
| Thoughtfulness | Respect | Communication   |
| Resilience     | Enquiry | Open-mindedness |

## Our School Vision

Our vision is to be the rural school of choice in the local area, where every child is inspired with a love of learning and is supported to become a confident and resilient lifelong learner. We aim to

- provide a broad and varied curriculum with opportunities for all children to develop a wide range of skills and interests alongside achieving the best possible progress over their time at the school
- to be a learning community where teachers, support staff and governors continue to learn in order to create strong leadership, outstanding practice and attain national recognition for the realisation of this vision.

The aim is to work towards achieving these strategic priorities over the next three years and to embed these aspects of the school's work and character over five years.

## Our School History

Sheepscombe School has been in continuous existence for nearly 200 years. It was established by the first vicar of Sheepscombe, the Reverend Charles Neville and his wife Agnes in 1820, and was built on its present site in 1822. It was never a church school and by 1859 it had become part of the National School scheme. In 1872 it moved to a new building near the vicarage but 10 years later it reverted to its original site where it has been ever since. It has been extended at various times since about 1980. Today, it is a local authority-controlled community school, with the capacity to admit seventy pupils.

## The Classes

There are two classes in addition to the Little Lambs Nursery.

- Class One is for children in Reception, Year One and Year Two (Key Stage One).
- Class Two is for children in Years Three to Six (Key Stage Two).

## School Buildings

Class 2 is in the original stone building consisting of a large classroom, children's and staff cloakrooms, offices, a staff room and the Orchard Room. Class 1 and the Little Lambs Nursery are in modern classrooms above the playground. They are self-contained with cloakroom and toilet facilities. They share a conservatory and a free flow outdoor play area.

There are hard play and creative play areas. Grassed areas include seating, a garden and trees. The school has access to an orchard adjacent to the old building used for play and as an outdoor classroom. We also have a small vegetable garden where the children grow their own produce.

The children take a pride in their surroundings and help keep the classrooms and playground clean and tidy. The rooms are bright and attractive with children's work and displays, creating a welcoming environment that stimulates learning. Access to all buildings is protected by security systems in line with safeguarding criteria.

## The National Trust at Ebworth

Each class has the opportunity to spend time in the nearby National Trust woodlands at Ebworth. We work closely with the National Trust wardens to plan projects and learning activities. Appropriately dressed for the weather, children take part in forest school sessions all year round.



## Little Lambs Nursery

Little Lambs Nursery opened in 2011 and welcomes children aged 3+. We can take eight children each day. We offer a personal, caring and nurturing environment in which children develop as confident and independent learners who are happy to move on to Reception.

We believe children's pre-school life should be a happy time. Situated within the boundaries of the school at the heart of the village, Little Lambs embraces outdoor life with constant 'inside outside' free-flow activities. In the classroom, we follow the Early Years Foundation Stage Framework, which places emphasis on learning through purposeful planned play.

## Cluster Schools

By networking with other schools in clusters Sheepscombe Primary School extends its skills and supports other schools. Our school is part of three different clusters:

- The Hills and Valleys Cluster: 14 schools in the north of the Stroud area.
- Five smaller local schools support each other and provide access to extended services.
- The Stroud Area Schools: all primary schools in the Stroud area.

Throughout the year our children attend many events at schools in our clusters. These include Science Days, Writing Days, Music Days, PE activities, Arts Days and Maths Challenges.

## **The Wider Community**

We have a strong understanding of the context of the community, both in the school where the mixed age classes encourage a nurturing atmosphere, and also beyond, where we play a part in local activities and include the village community in the life of our school. We have good links with the village church, holding several services a year there and the local ministry team visits the school weekly for an 'Open the Book' scheme. The village community is invited to attend school plays and the nativity procession at Christmas. Villagers are encouraged to come and talk to the children about their jobs and experiences, and the school is involved with a charity in Nepal. The school sponsors three Nepalese children enabling them to go to school.

## **Ofsted and the 'School Development Plan'**

The school meets the government's current standard, which sets the minimum expectation for pupils' attainment and progress. The school was last inspected in April 2014 and was judged to be 'Good'. The school is always striving to improve and we continue to develop our thinking in relation to children's learning. We have a yearly development plan based on the Ofsted report and our own self-evaluation. The implementation of the plan is monitored regularly at staff meetings and meetings of the governing body. We have introduced pupil and parent questionnaires, the responses to which are analysed by governors and contribute to our plans for development.

## **Working in Partnership**

We welcome parents and carers into Sheepscombe Primary School and believe that parents, staff and governors form a partnership in the education of your children.

There are many opportunities for parents to become involved in the life of the school and gain a greater understanding of its work. Parents' time and expertise can be used in many ways in school and is greatly valued. For example parents can:

- Support or run an after-school club
- Help in the classroom
- Join visits to the Ebworth Estate
- Come into school and talk about careers and other specialist interests
- Attend school functions/events, both on and off the school premises
- Contribute to FOSS (Friends of Sheepscombe School)

In accordance with our safeguarding procedures, all adults who volunteer regularly are checked with the Disclosure and Barring Service before helping in school. If you are able to help, especially on a regular basis, please contact your child's teacher.

## Communication

The school communicates with parents/carers in various ways:

- A fortnightly newsletter
- A texting service for short messages
- Letters in book bags
- Information is published on our website
- Regular parent consultation meetings
- Termly Head Teacher update
- Meetings with the class teacher or Head teacher as the need arises
- An annual parent questionnaire

The school website is regularly updated. It contains relevant day-to-day information, examples of children's work and useful links to other sites. It is worth visiting regularly at [www.sheepscombeschool.co.uk](http://www.sheepscombeschool.co.uk).

Parents and carers are also invited to a range of events: assemblies, curriculum evenings/workshops, informal evenings, sports days, school productions, FOSS events and services at St John's Church in Sheepscombe. The school also has a home-school agreement, which involves the views of parents, pupils and staff (see the final page of this section of the prospectus.)

## FOSS (Friends of Sheepscombe School)

FOSS is an active association of parents, teaching staff, former pupils and village residents. It aims to:

- foster the fullest cooperation between school and home for the benefit of the children
- improve relationships, support and trust amongst parents, and between parents and teachers
- provide an avenue for social interaction
- augment and improve facilities at the school wherever practical.

FOSS provides invaluable support by organising fund-raising events. The money raised provides extra facilities and equipment. FOSS needs the support of parents to continue its work enriching the lives of our children. It holds regular meetings and parents can play a part. You can become a committee member (please contact the chairperson), attend FOSS events or volunteer to help.

## Governors

The school governors come from a variety of backgrounds, and are elected, nominated or co-opted and are representative of parents/carers, teachers, the local authority and the local community. School governors work with the Head Teachers and are responsible for setting the strategic direction of the school. Meetings of the Full Governing Board and committees are held regularly throughout the year. The names of the current Governors are in the section on **Essential Information** at the end of the prospectus.

## Our curriculum

The school curriculum is broad and balanced with emphasis placed on planning for continuity and progression, challenge and pace. Our theme-based curriculum is enriched by first hand experiences, which the children use for learning in relation to the theme. Each theme is taught over a school term (or two short terms). We design all work to be relevant to the needs of each child and based on real-life situations where possible. The children are involved in the planning of themes. Learning is always related to skills needed both in the present and in later life.

## Early Years Foundation Stage (EYFS)



The EYFS (or Reception) is grounded in active learning. It develops children's personal, social and emotional well-being and promotes positive attitudes towards their learning, as well as developing language and communication, reading and writing, maths, knowledge and understanding of the world, physical and creative development. Planned play-based activities, both indoor and outdoor, help children develop confidence and learn to work co-operatively. Continuous assessment against Early Learning Goals ensures that we track the progress of each child closely. The children follow the

statutory DfE Framework for EYFS, which is organised in seven areas of learning:

Three Prime Areas

- Personal, social and emotional development
- Communication and Language
- Physical development

Four Specific Areas

- Literacy
- Mathematical
- Understanding the world
- Expressive arts and design

## A Broad and Balanced Curriculum

English and mathematics are fundamental discrete subjects providing pupils with tools for learning across a broad curriculum that is taught through our chosen themes. The emphasis is on teaching for progress in skill development, knowledge and an understanding of the relevance of each subject to everyday life. We actively encourage parents and members of the village community with knowledge, skills or a passion for specific subjects to come and speak to the children.



## English

- **Speaking and listening:** We encourage pupils to be confident speakers and good listeners. We teach a range of drama techniques to allow children to develop empathy for others and to encourage kinaesthetic learning.
- **Phonics:** We follow the synthetic phonics programme 'Letters and Sounds' (See Appendix One).
- **Spelling:** We recognise the importance of using multi-sensory spelling strategies and an investigative approach to spelling rules, patterns and conventions. Children learn from 'Letters and Sounds' materials in Nursery, Reception and Years 1 and 2. Teachers in Key Stage 2 (KS2) teach spelling rules and conventions following guidance in the Primary Framework.
- **Writing:** Writing begins with speaking and drama activities which enable children to rehearse the words they wish to write before putting pencil to paper. We teach writing in different ways, both formally and informally, and children have many opportunities for practising writing skills in the classroom and outside. We encourage the children to be enthusiastic about writing and motivate them by helping them write for a 'real' purpose e.g. a letter to a policeman asking him to help find a missing puppet. The children have fun learning about sophisticated vocabulary, connectives (the words that join sentences together), openers (words that start sentences) and punctuation.



- **Handwriting:** This is established through the early phonics programme where sounds and letter formation are linked. Joined writing is encouraged and taught as soon as children are ready using a cursive scheme. Children are encouraged to work towards a pen licence.
- **Reading:** Learning to read, enjoy and explore books is of paramount importance at our school. Reading

lessons take place as:

- Daily phonics sessions
- Shared reading: with the whole class directed by the class teacher
- Daily guided reading: a group of similar ability pupils with the teacher or teaching assistant
- Individual reading: one-to-one with the teacher, a teaching assistant or a volunteer helper

**Mathematics:** The mathematics teaching at Sheepscombe Primary School enables each pupil to develop not only the skills and understanding required for life but also an enthusiasm and fascination for maths itself. We aim to increase pupil confidence in maths so they are able to express themselves and their ideas with assurance. Children learn wherever possible through hands-on practical activities and also through real-life situations. We teach children the importance of maths in everyday life; in particular the ability to manage money.

**ICT:** ICT skills are taught discretely before being embedded through the work on our chosen theme. We have an established School Network where pupils can access resources and also save their own work. We have strong links with ICT consultants who support both staff and pupils in their learning. We place great importance on e-safety and regularly teach skills in keeping safe on the Internet.

**Religious Education (RE):** We follow the Gloucestershire scheme of Religious Education, which is broadly Christian but teaches the value of other religions. We celebrate annual festivals and invite parents and villagers to join us.

**Science, History, Geography, Art, Design/Technology, Music** (are taught either through the theme or in groups throughout the year.

**PSHCE** (personal, social, health and citizenship education) **and Physical Education (PE):** Healthy living is a key aspect of our curriculum and is promoted through daily physical activity and weekly PSHCE lessons. We use a sports coach to enhance our PE provision and liaise with Sheepscombe Cricket Club to provide coaching for Class 2 in the summer. Children attend swimming lessons from Reception to Y6. We use the Village Hall for dance and gymnastics lessons.

**Sex and Relationship Education:** Sex and relationship education forms part of both science and PSHE. Our aim is to help children to understand and accept the physical changes of growing up as a natural development. Before material relating to human reproduction is taught in Years 5 and 6, parents are first given an opportunity to view it. Parents have a right to ask that their child is withdrawn from these lessons.

**Educational visits:** We enrich the curriculum by visiting to places of interest. All such activities are important but each involves a charge to the school so voluntary contributions to cover the cost are much appreciated as they allow more visits to take place. A parent's inability to pay does not stop a child taking part in an activity. Recent visits include:



- Whole school visit to Bristol Zoo
- Whole school visit to Cadbury's
- Years 3,4,5 and 6 residential visit to Viney Hill

**After-school clubs:** We run a range of after-school activity clubs including yoga, football, multisports, homework club, choir and a reading club.

## Special Educational Needs (SEND) including Able and Gifted Children

All children receive 'Quality First Teaching' - all lessons have a clear objective and work is matched to the range of needs of the children.

If a child experiences difficulties in accessing any aspect of the curriculum or is not making expected progress then staff may create an additional intervention to support them. Parents are invited to share concerns they have regarding their child's progress and needs. Whatever the difficulties may be, it is our experience that they are more easily overcome when the school and family work together in partnership. For an intervention plan small-step targets will be set, specific support identified and progress closely monitored. Regular meetings between staff and parents are offered with the child having an important voice in the process. Special staff and agencies may be used as appropriate.

Children identified as Able and Gifted also need special attention. These pupils demonstrate a significantly higher level of ability than most pupils of the same age in one or more of the following:

- General intellectual ability
- Specific academic aptitude
- Creative thinking
- Leadership/qualities/social skills
- Artistic abilities
- Ability in the expressive arts
- Physical ability

The class teacher supports an able and gifted child by providing activities that promote extension, enrichment, pace, independence and reflection. Again, parents are informed if their child is identified as Able and Gifted and are offered suggestions for support at home. During the year there are opportunities for Able and Gifted children to work with others from local schools.

## Equal Opportunities

Sheepscombe Primary School is committed to promoting equality and justice. Discrimination on the basis of colour, culture, origin, gender or ability is unacceptable. Under the Race Relations Act, we are committed to promoting good relations between members of different racial groups. We are required by law to record and report to the Local Authority any racist incidents.

## Homework

We expect all pupils to read every day at home. In the initial stages of the Reception year this involves the parent reading/sharing a book with the child but after that the child should 'have a go' in a supportive atmosphere where the parent encourages but also intervenes as needed. We have found that if a child reads regularly at home with family support then they make greater progress and develop a greater love of reading and this has an impact on writing.

## Monitoring Pupils' Progress

Assessment is a continuous process that takes place in all areas of school life. It can take on many forms including observation, informal jottings, discussion between teachers and support staff and formal or statutory procedures.

In June of Year 1 pupils are required to undertake a statutory phonics screening check. This is a short light touch assessment, which confirms whether individual children have learnt phonic decoding to an appropriate standard.

The results of statutory teacher assessment at the end of Key Stage 1 (Year 2) and the statutory SATs at Key Stage 2 (Year 6) are reported to the Local Authority. These results are sent to parents.

Reports on your child's progress are made through parent/teacher meetings and in the end-of-year report. The meetings are very important giving teachers and parents opportunities to work together to support each child's learning.

## General Information

### Joining our School

Parents/carers considering joining Sheepscombe Primary School are welcome to visit and are asked to contact our office on 01452 813852 to arrange a time.

**Admission to the Reception Class** is managed by the Local Authority. Application forms are available from Gloucestershire County Council (GCC). Forms must be returned to the relevant GCC department before the published closing date. We ask parents/carers who have a first preference for our school to let the school office know to give an idea of likely numbers while we await final figures from GCC.

Children are admitted to school in the September of the academic year in which they reach their fifth birthday. In the term before entry, children are invited to visit the school. This helps them become familiar with the school environment and its routines. During this time there are opportunities for parents/carers to ask questions. The class teacher visits the village toddler group and other early years settings that children attend. We also offer home visits to meet the family. (See above for information on the Early Years Foundation Stage curriculum.)

**Joining the school at a later stage:** Some children join after the year has started, or when they are older. Parents seeking to join at a later stage are asked to contact our office to find out whether there are spaces available. We make every effort to ensure that these children are welcomed, looked after and monitored so that they can settle quickly, find their way around and make friends. Once settled, teachers make a detailed assessment of their academic standards so that the child receives appropriate teaching. If your child has a problem settling, you are asked to contact the class teacher. We value input from parents.

**Moving on to Secondary School:** Sheepscombe Primary School lies in the catchment of Archway School (a comprehensive) and there are several grammar schools in the area. Information about all local schools is provided to parents of children in Year 5 and support given in the selection of secondary schools. In the Summer Term, Year 6 children attend their secondary schools for a carefully planned transition programme. Staff from the allocated schools also come and visit our pupils here at Sheepscombe.

## The School Day

The school day runs from 8.50 am to 3.15 pm. Children may come into the classroom from 8.40am and there is a daily breakfast club from 8am should parents require an earlier drop off. School finishes at 3.15 pm. Both Class 1 and Class 2 children are collected from the classroom.

We ask that pupils are collected promptly from after-school activity. Details are given in newsletters or when your child joins our school. Parental consent is required before a pupil can join a club.

## Assemblies

We hold a range of assemblies during the week. The local Ministry Team leads an act of collective worship once a week. On Fridays we hold a Celebration Assembly to which all parents are welcome.

### The Sheepscombe Creed

*This is our school  
Let peace live here,  
Let the rooms be full of happiness,  
Let love be all around,  
Love of all people,  
And love of life and living,  
Let us remember,  
That as many hands build a house,  
So many hearts make a school*

## Attendance and Absences

We place importance and value on punctuality and good attendance. Absence can disrupt a child's education so it is monitored carefully by the Head Teacher and the Governors who compare the attendance record with the Government's target. Please see our **Attendance Policy** for details but key points to note are:

- We ask you to contact the school on the first morning of absence.
- It is recommended that your child stays at home for 48 hours after sickness or diarrhoea to prevent infection spreading.
- We appreciate medical or dental appointments being made outside school hours if possible.
- We discourage parents from taking their child out of school during term time as children can lose significant elements of their education. Requests for absences must be made at least **two weeks** beforehand and would only be approved in exceptional circumstances.

## Safeguarding our Pupils

Under the 2002 Education Act, schools must make arrangements to safeguard and promote the welfare of children. Parents/carers should know that the law requires all school staff to pass on information which gives rise to concern about a child's welfare, including risk from neglect, physical, emotional or sexual abuse. The staff will seek, in general, to discuss any concerns with the parent/carer and, where possible inform them of referral to Social Care, unless such discussions may be deemed to increase the risk to the child.

Sheepscombe Primary School seeks advice from Social Care when they have reasonable cause to suspect a child may be suffering or is likely to suffer significant harm. Occasionally, concerns are passed on which are later shown to be unfounded. In such a case, parents/carers will appreciate that the designated person for child protection was carrying out their responsibilities in accordance with the law and acting in the best interests of the children.

In accordance with local information-sharing protocols, we will ensure that information is shared effectively and sensitively. Information will only be shared with other services where it is deemed necessary and proportionate to ensure that children are safe and receive the right support.

## Pointers and policy signposts

You will find many policies on our website for making sure that the school runs smoothly.

However here we provide a few pointers and information that parents/carers might need to know.

### **School uniform: all clearly labelled with your child's name (including shoes)**

- Winter:** Grey or navy school trousers/skirt/pinafore dress  
Navy sweatshirt/jumper with optional Sheepscombe Primary School logo  
White or navy polo shirt with optional school logo
- Summer:** Grey or navy school trousers/shorts/blue gingham dress  
White or navy polo shirt with optional school logo  
Navy sweatshirt/jumper with optional school logo
- Shoes:** Suitable black or blue school shoes (not trainers, please)
- P.E.:** Navy tracksuit for very cold days  
Navy shorts  
White or navy T-shirt with optional school logo  
Trainers (for outdoor games only)  
P.E. bag

We ask that pupils do not wear jewellery to school (with the exception of plain stud earrings). This is to ensure the safety of everyone. Stud earrings need to be removed for PE lessons.

Any named lost property will be returned to your child. Any un-named uniform is kept in school for a term and then offered for sale by FOSS.

**Behaviour:** We value and expect good behaviour from all pupils. Pupils' behaviour is generally exemplary. Relationships in lessons are very good and pupils enjoy working together. We teach that every member of our school community is entitled to be shown respect, to feel safe and to be able to learn (see Our Values). If any member of staff is concerned about a child's behaviour in school, the parent/carer will be invited to visit and discuss the matter. It is helpful if parents keep staff informed of any situation, which arises that might lead to their child becoming unsettled at school.

**Concerns and complaints:**

We are keen to develop and maintain open communications with parents. Therefore if your child experiences a problem at school, please let staff know so that the matter can be investigated and resolved satisfactorily.

We have a clear complaints procedure. In summary:

- Parents should contact the class teacher in the first instance.
- If the matter is not resolved or involves a wider issue, it should be brought to the Head Teachers' attention.
- If there is still not a satisfactory resolution, the Chair of Governors should be contacted.

**Food at school:** Children are encouraged to drink water freely throughout the day (no squash or other drinks, please). The benefits of drinking water include improved concentration and the ability to learn. We are an **egg free** school as we have children who suffer from severe allergies. This must be adhered to at all times.

For mid-morning break Class 1 children are offered a fresh fruit or vegetable snack. However some children choose to bring a fruit/vegetable snack of their own. Children in Class 2 are asked to bring their own healthy fruit/vegetable snack. All snacks and containers brought from home should be clearly labelled with the child's name.

Free hot lunches, cooked on site, are available for Class 1 children and we also offer cooked meals to Class 2 children at a cost of £2.28. For those children who bring a packed lunch please make sure this is a balanced meal containing a range of healthy foods. Children are taught about the importance of a healthy diet and we focus on the contents of a healthy lunch box during lessons and assemblies.

**First aid:** If your child has an accident during the day they will be seen by one of our trained First Aiders who administer simple first aid if necessary. Any head bumps are notified by letter. If an accident needs further medical attention we make every effort to contact the parent/carer first. **Please ensure that the school has your up-to-date contact details.**

**Medicines:** If your child needs medication during the day (the school can only administer prescribed medication from a doctor), the parent must bring the medicine to the school office along with written authorisation and details of dosage. The medicine will then be put in a locked cupboard and administered by a First Aider. The parent must collect the medicine at the end of the school day. If your child is prescribed antibiotics with a dosage of 'three times a day', this can be administered by parents at home before school, after school and at bed time, and it is not therefore needed at school. If your child suffers with asthma please let the school office know and only Ventolin (blue puffer) should be brought into school. No other kind of medication will be administered.

**Sun protection:** We encourage pupils to wear hats outside on sunny days. School staff are not permitted to apply sun cream and we ask that parents do so before the start of the school day. If necessary pupils may re-apply their own sun cream; this must be provided in a clearly named container and placed by the child in a box in the classroom before registration.

**Head lice:** All pupils with hair at or below shoulder length should have it tied back during the school day. This is to reduce the risk of the spread of head lice. Any cases of head lice should be reported to the school office or class teacher. Advice on treatment is available from the school office if necessary.

**Parking:** The school has no car park. We have an informal arrangement, which allows parents to park in the village hall car park when they are attending school.

**Dogs:** A public footpath runs through the school grounds, which means that dogs and their walkers cannot be excluded. Any dog brought onto the school premises must be on a lead and kept under strict control at all times.

## Essential Information

### Contact details

|                         |   |
|-------------------------|---|
| Address:                | Sheepscombe Primary School<br>Far End Lane<br>Sheepscombe<br>Gloucestershire, GL6 7RL |
| Telephone:              | 01452 813852  |
| Email:                  | <a href="mailto:admin@sheepscombe.gloucs.sch.uk">admin@sheepscombe.gloucs.sch.uk</a>  |
| Website:                | <a href="http://www.sheepscombeschool.co.uk">www.sheepscombeschool.co.uk</a>          |
| Co-Head Teachers        | Mrs Heather Pilkington 01452 813852<br>Mrs Vicky Barron 01452 813852                  |
| Co-Chairs of Governors  | Mrs Elisabeth Skinner<br>Mrs Lynsey Willis  |
| School Business Manager | Mrs Caroline Powell 01452 813852  |

## Staff

### Co-Head Teachers

Teachers

Higher Level Teaching Assistant  
Teaching Assistants

Graduate Intern EYTS  
SENCO

Lunchtime Supervisors:

### School Business Manager

### Mrs Pilkington

### Mrs Barron

Mr Ringer

Mr Tylour

Mrs Lane

Mrs George

Mrs Cowling

Ms Goodfellow

Mrs Barron

Mrs Cowling

Mrs George

Ms Goodfellow

Mrs

### Mrs Powell

## The Governors

Elisabeth Skinner

Heather Pilkington

Vicky Barron

Lynsey Willis

Tracey Lane

Tessa Lentel

Tara Murphy

Debby Thacker

Seth Johnson

Mark Tallentts

Sandra Hunkin

Co-opted Governor

Staff Governor

Staff Governor

Co-opted Governor

Staff Governor

LA Governor

Parent Governor

Community

Governor

Parent Governor

Co –opted Governor

Clerk to Governors

Co-Chair

Co-Head Teacher

Co-Head Teacher

Co-Chair (safeguarding)

The Governors meet regularly throughout the year. All Governors also sit on one of the two committees:

The Teaching and Learning Committee (TLC)

The Special Operations Committee (SOC)

## Appendix One: The Phonics Programme

| <b>An overview of 'Letters and Sounds'</b>   |  |  |   |   |   |
|--|--|--|---|---|---|
| <i>Phase One activities are designed to underpin and run alongside activities in the other phases 2 to 6.</i>  |  |  |   |   |   |
| <b>Phase One<br/>Nursery</b>   | <b>Phase Two<br/>YR<br/>Up to 6 weeks</b>  | <b>Phase Three<br/>YR<br/>Up to 12<br/>weeks</b>   | <b>Phase Four<br/>YR<br/>4 - 6 weeks</b>  | <b>Phase Five<br/>Throughout<br/>Y1</b>   | <b>Phase Six<br/>Throughout Y2</b>  |
| <p>Paves the way for the systematic teaching of phonic work to begin in Phase Two.</p> <p>Activities largely adult led.</p> <p>Seven aspects E,I,B,R,A,V,O<br/>Divided into three strands.</p> | <p>Children taught 19 letters.</p> <p>Children move on from oral blending and segmenting to blending and segmenting with letters.</p> <p>High frequency tricky words the, to, no, go, I.</p> | <p>Children learn a further 25 graphemes, most of them comprising 2 letters e.g. oa, oo, ee, er.</p> <p>Children begin to learn to read and spell tricky words.</p> <p>The alphabet is taught.</p> | <p>Children can now represent each of the 42 phonemes by a grapheme</p> <p>During this phase children consolidate their knowledge of graphemes in reading and spelling words containing adjacent consonants and polysyllabic words.</p> | <p>Children learn to recognise and use alternative ways of pronouncing the graphemes and to spell the graphemes already taught.</p> | <p>Children are taught to develop their skill and automaticity in reading and spelling, creating ever-increasing capacity to attend to reading for meaning.</p> |