

EYFS and KS1 Phonics

At Beavers Community Primary School, we follow our own systematic, synthetic phonics programme.

Why we use our own:

- It teaches the GPCs of the English alphabetic code explicitly and comprehensively for reading, spelling and handwriting.
- Systematic and structured with inbuilt rigorous revision to ensure the success of every child.
- Includes unique teaching strategies including; taught actions for each of the GPCs, asking 'the Question' and use of cued articulation in the EYFS setting.
- Rigorous teaching sequence ensures the phonics teaching & learning is straightforward and effective.
- Builds up knowledge of spelling word banks over time where words are spelt with the same GPCs.
- Designed to inform parents/carers routinely and to work in partnership with them wherever possible.
- The order of introducing the 44 sounds of the English language matches the order in 'Letters and Sounds' (DfES, 2007).



'Ask the question'



From the moment the children have covered the three different ways that the phoneme 'c' can be represented, 'ask the question' is modeled. For example, when they hear the phoneme 'c' without seeing the grapheme, it could be any of the three options, so the children are encouraged to 'ask the question'...

“Is it ‘c’ as in cat, ‘k’ as in kitten or ‘ck’ as in duck?”

The children are then told the correct grapheme. This strategy is also encouraged to 'ask the question' during the application section. For example, when the children are asked to write a word e.g. 'kit'. When they 'ask the question' the children MUST display knowledge of the possible options and are asking the question in full.