A Whole School Approach to Phonics
Laycock School

• Laycock Primary School is a two form entry mainstream primary school with 420 children which includes a provision for 68 deaf children.

• Our approach to teaching is auditory/oral. The children use spoken English to communicate and make maximum use of their hearing to access spoken language. All of our classes for deaf children are sound proofed to minimise background noise. Children wear radio aids while the class teachers wear microphones. Our mainstream classes and halls also have suspended ceiling panels to reduce background noise.
Why a scheme?

We had previously thought as a school we were doing well. We taught phonics using the DFE Letters and Sounds approach. Our SATs results both at Key Stages 1 and 2 were improving.

Then....

The first year of the Year 1 Phonics screen ..... AAAAAAh!!!!!!

Whole school pass rate of 37% when the National average was 58%
44 phonemes (sound)
186 different graphemes (written form of sound)
Introduction of scheme

• All members of staff have had specialist training from the founder of Floppy’s Phonics, Debbie Hepplewhite.
• Initially we had a full day inset for the whole staff; mainstream teachers, teachers of the deaf, HLTAs, TAs, even office staff.
• The aim was to embed the approach within the school and ensure consistency.
• Debbie then came for several monitoring visits; observing teaching, modelling lessons and she also worked closely with Rachel Blowes looking at the implementation of the approach with the Deaf children in the school and the use of visual phonics for some children.
Parental involvement

Parents workshops explaining the approach and ideas on how parents could help their children at home.

Home school worksheets practising the phonemes taught and application to both reading and spelling phonics books and Oxford Reading Tree books for children to share with their parents at home.
Differences for children who are deaf

- The majority of our children have access to speech sounds across the frequency range. However, they need support of lip reading and visual cues e.g. visual phonics where felt to be appropriate.
- Assessment of their ability to discriminate between phonemes
- Taught in a QUIET acoustic environment
- Taught in small groups
- Continued past Year 2 and right up to Year 6 if required.
Basics of scheme.

Daily phonics teaching (whole school at the same time)
Revisit- revise sounds and graphemes using flashcards and frieze
Teach the new sound and grapheme using flashcards and CR Rom
Practise new and revised sounds with sounds and letters books and activity sheets
Apply - reading and spelling practice
Did it work? Phonics scores (cohort average 50 hearing children and 6-8 deaf children)

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<tbody>
<tr>
<td>School</td>
<td>37.7</td>
<td>63.8</td>
<td>81.6</td>
<td>75.0</td>
<td>69% (85%)</td>
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<tr>
<td>National</td>
<td>58.0</td>
<td>69.0</td>
<td>74.0</td>
<td>74.0</td>
<td>81%</td>
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**PHONICS SCREENING**
(Year 2 retakes indicate the teaching of systematic Phonics reinforced with visual cues have brought about a 60% improvement from 2016)