

***Phonic development - Secure or Not?
How do we know if they've cracked it?***

'In order to decide whether children 'know' a phoneme or have mastered the skills of blending and segmenting, teachers should draw on their observations of children's independent responses during the discrete daily phonics session and other adult-led activities, as well as in freely chosen activities.'

Evidence of children's ability to distinguish the shape of a letter, recognise and articulate its sound and recall the shape of the letter when given its sound can be drawn from carefully planned 'revisit and review' and 'practice' parts of the discrete daily phonics session.

The 'apply' part of the discrete daily phonics session provides a particularly useful opportunity for teachers to assess how securely embedded phonic knowledge and skills are, as children read or write captions or sentences containing both new and previously taught grapheme-phoneme correspondences.

Children are judged to be secure at a particular phase once they know MOST of the phonemes associated with that phase MOST (80%) of the time, and can apply the skills of blending and segmenting using an appropriate range of grapheme-phoneme correspondences.

It is important to remember that when gathering evidence, teachers do not rely solely on written evidence and that reading should also be taken into account. Examples of possible evidence might include, taped recordings of children reading, reading journals, photographs, independent writing in a role play area, transcripts of conversations, post-it notes of observations etc.