

'Growing and maturing in our learning journey'



Phonics

'They are like trees that grow beside a stream, that bear fruit at the right time, and whose leaves do not dry up. They succeed in everything they do.' Psalms 1:3

Intent

Implementation

Impact



IT IS OUR INTENTION TO ENSURE ALL CHILDREN BECOME FLUENT READERS AND WRITERS THROUGH THE SYSTEMATIC TEACHING OF PHONICS



THE CHILDREN HAVE DISCRETE, DAILY PHONICS SESSIONS WHERE THEY REVISE PREVIOUS LEARNING, ARE TAUGHT NEW GRAPHEMES/PHONEMES, PRACTISE TOGETHER AND APPLY WHAT THEY HAVE LEARNT



OUR CHILDREN BECOME FLUENT READERS AND WRITERS BY THE END OF KEY STAGE ONE

Intent

At Spetisbury we are passionate about ensuring all children become confident and enthusiastic readers and writers. Through phonics children learn to segment words to support their spelling ability and blend sounds to read words. The children have daily phonics sessions in small groups where they participate in speaking, listening and spelling activities that are matched to their developing needs. The teachers draw upon observations and continuous assessment to ensure children are stretched and challenged and to identify children who may need additional support. Children work through the different phases; learning and developing their phonics sounds and knowledge.



Implementation



At Spetisbury we use the Department of Education All Aboard Phonics for our teaching of phonics. This is a comprehensive package that teaches phonics for reading and writing. It allows our phonics teaching and learning to be progressive from our Reception up to Year 2.

Children in Reception build on the listening skills they should have learnt at nursery and are introduced to Phase 2 which marks the start of systematic phonics work. They have discrete, daily phonics sessions where they revise previous learning, are taught new graphemes/phonemes, practise together and apply what they have learnt. Through All Aboard Phonics the children are taught the 44 phonemes that make up all the sounds required for reading and spelling. These phonemes include those made by just one letter and those that are made by two or more (digraphs and trigraphs). Children work through the different phases and as they grow in confidence and experience, they are introduced to alternative ways of representing the same sound.

Children are regularly assessed using the inbuilt tracking system and teachers use this information to target their phonics planning. Teachers and teaching assistants provide extra practice throughout the week for the children who make the slowest progress (the lowest 20%). A comprehensive intervention programme is part of All Aboard Phonics.

Impact



Through the teaching of systematic phonics, our aim is for children to become fluent readers and writers by the end of Key Stage 1. Children can then focus on developing fluency and comprehension as they move up through the school.

We will measure the impact of our phonic curriculum by:

- Listening to children read to monitor the use of phonics within their reading
- Administering the National year 1 'Phonics Screening Check' to monitor phonic knowledge and ability to apply it to reading new words
- Looking at children's workbooks to see the impact of phonics within their writing
- Hearing children read familiar and unfamiliar texts to monitor their phonic knowledge and ability to apply it within reading
- Seeing children's confidence grow, owning their attitude to learning and applying phonic learning to all areas of the curriculum

EYFS

Early Learning Goals

Word Reading ELG

Children at the expected level of development will:

Say a sound for each letter in the alphabet and at least 10 digraphs;

Read words consistent with their phonic knowledge by sound-blending;

Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing ELG

Children at the expected level of development will:

Write recognisable letters, most of which are correctly formed;

Spell words by identifying sounds in them and representing the sounds with a letter or letters;

Write simple phrases and sentences that can be read by others.

National Curriculum Expectations

Key Stage 1

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school.

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

Phonics Progression Map

	Nursery		Reception			Year 1		Year 2	
Phonics Phases	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6			
Generic skills	<p>Aspect 1: General sound discrimination – environmental sounds</p> <p>Aspect 2: General sound discrimination – instrumental sounds</p> <p>Aspect 3: General sound discrimination – body percussion</p> <p>Aspect 4: Rhythm and rhyme</p> <p>Aspect 5: Alliteration</p> <p>Aspect 6: Voice sounds</p> <p>Aspect 7: Oral blending and segmenting</p>	<p>Develops children's knowledge of grapheme-phoneme correspondences (GPCs), their skills of blending and segmenting with letters and recognition of high frequency words containing GPCs not taught at that phase. Develops children's knowledge of 19 letters of the alphabet with one sound for each. Teaches and practises the skills of blending separate sounds together into whole words for reading and segmenting whole words into separate sounds for spelling.</p>	<p>Develops children's knowledge of GPCs, their skills of blending and segmenting with letters and recognition of high frequency words containing GPCs not taught at that phase. Develops children's knowledge of the seven remaining letters of the alphabet and graphemes to cover most of the phonemes represented by more than one letter. Teaches and practises the skills of blending and segmenting sounds represented by single letters and graphemes of more than one letter.</p>	<p>Develops children's knowledge of GPCs, their skills of blending and segmenting with letters and recognition of high frequency words containing GPCs not taught at that phase. There are no new GPCs to be learnt in this phase. Develops children's knowledge and skills of blending and segmenting words with adjacent consonants.</p>	<p>Develops children's knowledge of GPCs, their skills of blending and segmenting with letters and recognition of high frequency words containing GPCs not taught at that phase. Children learn more graphemes for the 40+ phonemes taught in Phases Two and Three and more ways of pronouncing graphemes introduced in Phases Two and Three. Teaches and practices the skills of blending and segmenting using all GPCs taught.</p>	<p>Develops children's knowledge of GPCs, their skills of blending and segmenting with letters and recognition of high frequency words containing GPCs not taught at that phase. Increases fluency of the blending of words encountered for the first time in reading and accuracy of spelling choices.</p>			

Phonics phases

Phase 2 (6 weeks)

Early Years Foundation Stage (EYFS) - Reception

Week	Focus	Tricky Words
1	s a t p	
2	i n m d	
3	g o k c CVC/s words	
4	ck e u r	the to and is
5	h b f l double consonants	
6	Revision / Assessment	I go no of

Phase 3 (12 weeks)

EYFS - Reception

Week	Focus	Tricky Words
1	j v w x	
2	y z qu	we me be
3	sh ch th ng	he she
4	ai ee igh oa	was my
5	oo ar or	live
6	ur ow oi	you
7	ear air er	they
8	Revision	are

9	Revision	all
10	Revision	what
11	Revision	
12	Revision / Assessment	

Phase 4 (6 weeks)

EYFS - Reception

Week	Focus	Tricky Words
1	CVCC	said so
2	CCVC	have like some come
3	Revising two syllable words	were there little one
4	Revision	do does when out here says love
5	Revision	
6	Revision / Assessment	

Phase 5

Throughout Year 1

Unit 1 (New Graphemes)

Week	Focus	Tricky Words
0	Revision of previous phases	
1	ay ou ie ea	Mr Mrs Ms
2	oy ir ue aw	their people oh there
3	wh ew oe	looked asked called
4	au ey i_e o_e	could should would
5	a_e u_e e_e ph	
6	Revision / Assessment	

Unit 2 (Reading Focus)

Week	Focus	High Frequency Words
7	Alternative phonemes for <a> and <y>	the and to said eye
8	Alternative phonemes for <c> and <ch>	he of know was you
9	Alternative phonemes for <ea> and <ear>	they on she is for
10	Alternative phonemes for <ey> and <g>	at his but that with
11	Alternative phonemes for <i> and <ie>	all we can are great
12	Alternative phonemes for <o> and <oo>	had my her what says
13	Alternative phonemes for <ou> and <ow>	out this have went be
14	Alternative phonemes for <s> and <th>	like some so not then
15	Alternative phonemes for <u> <ue> and <u_e>	were go little as no
16	Revision / Assessment	

Unit 3 (Spelling Focus)

Week	Focus	High Frequency Words
17	Alternative graphemes for /ai/	down dad big when it's
18	Alternative graphemes for /ee/ and three syllable words	see word very look don't
19	Alternative graphemes for /igh/ and compound words	come will into back from
20	Alternative graphemes for /oa/	children him which get just
21	Alternative graphemes for long-/oo/ /ue/ and /oy/	now came oh about got
22	Alternative graphemes for short-/oo/ and /ow/	any friend laugh today want

23	Alternative graphemes for /or/ and /o/	their people your put could
24	Alternative graphemes for /er/ and /ear/	house old too by day
25	Alternative graphemes for /air/ and /ar/	
26	Vowel GPCs Revision / Assessment	
27	Alternative graphemes for /ch/ /t/ /f/ and /k/	made time I'm if help
28	Alternative graphemes for /m/ /n/ and /ng/	mouse called here off asked
29	Alternative graphemes for /r/ /sh/ and /s/	who where how saw make
30	Alternative graphemes for /w/ and /v/	again many two different work
31	Consonant GPCs Revision / Assessment	

Unit 4 (Word Endings)

Week	Focus	High Frequency Words
32	<s> <es> and <ies> endings and <un> prefix	thought through though because shoe
33	<er> <est> <ed> and <ing> endings	water please whole hour busy
34	Revision / Assessment	