

## Phonics at All Saints Bedworth CE Primary School

At All Saints we are using Letters and Sounds to teach phonics. Phonics is taught as a whole class session with intervention groups for those children who need extra input.

Currently Year 1 are continuing to follow the RWI structure as this was the scheme they used in Reception and a change would be detrimental to their phonics learning. The children have been assessed and any common phonemes that they are unsure of from last year are being re-taught during the Autumn Term. They may have missed these sounds due to ability streaming or forgotten them. The order of sounds is slightly different from the order taught in Letters and Sounds, but all phonemes will be consolidated before the Y1 phonics screening test.

From September 2019 Year 1 will also be following the structure of Letters and Sounds.

### General overview of letters and sounds

<b>Phase</b>	<b>Phonic Knowledge and Skills</b>
<i>Phase One</i> (Nursery/Reception)	Activities are divided into seven aspects, including environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and finally oral blending and segmenting.
<i>Phase Two</i> (Reception) up to 6 weeks	Learning 19 letters of the alphabet and one sound for each. Blending sounds together to make words. Segmenting words into their separate sounds. Beginning to read simple captions. Letter progression (one set per week) Set 1: s a t p Set 2: i n m d Set 3: g o c k Set 4: ck e u r Set 5: h b f, ff l, ll ss Tricky words- the, to, no, go, I, into
<i>Phase Three</i> (Reception) up to 12 weeks	The remaining 7 letters of the alphabet, one sound for each. Graphemes such as ch, oo, th representing the remaining phonemes not covered by single letters. Reading captions, sentences and questions. On completion of this phase, children will have learnt the "simple code", i.e. one grapheme for each phoneme in the English language. Letters

<p><i>Phase Three</i> (Reception) up to 12 weeks... cont</p>	<p>Set 6: j v w x* Set 7: y z, zz qu*</p> <table border="1"> <thead> <tr> <th>Graphemes</th> <th>Sample words</th> <th>Graphemes</th> <th>Sample words</th> </tr> </thead> <tbody> <tr> <td>ch</td> <td>chip</td> <td>ar</td> <td>farm</td> </tr> <tr> <td>sh</td> <td>shop</td> <td>or</td> <td>for</td> </tr> <tr> <td>th</td> <td>thin/then</td> <td>ur</td> <td>hurt</td> </tr> <tr> <td>ng</td> <td>ring</td> <td>ow</td> <td>cow</td> </tr> <tr> <td>ai</td> <td>rain</td> <td>oi</td> <td>coin</td> </tr> <tr> <td>ee</td> <td>feet</td> <td>ear</td> <td>dear</td> </tr> <tr> <td>igh</td> <td>night</td> <td>air</td> <td>fair</td> </tr> <tr> <td>oa</td> <td>boat</td> <td>ure</td> <td>sure</td> </tr> <tr> <td>oo</td> <td>boot/look</td> <td>er</td> <td>corner</td> </tr> </tbody> </table> <p>Read tricky words- he, she, we, me, be, was, my, you, her, they, all, are Spell tricky words- the, to, I, no, go</p>	Graphemes	Sample words	Graphemes	Sample words	ch	chip	ar	farm	sh	shop	or	for	th	thin/then	ur	hurt	ng	ring	ow	cow	ai	rain	oi	coin	ee	feet	ear	dear	igh	night	air	fair	oa	boat	ure	sure	oo	boot/look	er	corner
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<p><i>Phase Four</i> (Reception) 4 to 6 weeks</p>	<p>No new grapheme-phoneme correspondences are taught in this phase. Children learn to blend and segment longer words with adjacent consonants, e.g. swim, clap, jump. Read the tricky words - some, one, said, come, do, so, were, when, have, there, out, like, little, what; Spell the tricky words- he, she, we, me, be, was, my, you, her, they, all, are</p>																																								
<p><i>Phase Five</i> (Throughout Year 1)</p>	<p>Now we move on to the "complex code". Children learn more graphemes for the phonemes which they already know, plus different ways of pronouncing the graphemes they already know.</p> <p><b>New graphemes for reading</b></p> <table border="1"> <tbody> <tr> <td>ay day</td> <td>oy boy</td> <td>wh when</td> <td>a-e make</td> </tr> <tr> <td>ou out</td> <td>ir girl</td> <td>ph photo</td> <td>e-e these</td> </tr> <tr> <td>ie tie</td> <td>ue blue</td> <td>ew new</td> <td>i-e like</td> </tr> <tr> <td>ea eat</td> <td>aw saw</td> <td>oe toe</td> <td>o-e home</td> </tr> <tr> <td></td> <td></td> <td>au Paul</td> <td>u-e rule</td> </tr> </tbody> </table> <p>Reading tricky words- oh, their, people, Mr, Mrs, looked, called, asked, water, where, who, again, thought, through, work, mouse, many, laughed, because, different, any, eyes, friends, once, please Spelling the words - said, so, have, like, some, come, were, there, little, one, do, when, what, out, oh, their, people, Mr, Mrs, looked, called, asked</p>	ay day	oy boy	wh when	a-e make	ou out	ir girl	ph photo	e-e these	ie tie	ue blue	ew new	i-e like	ea eat	aw saw	oe toe	o-e home			au Paul	u-e rule																				
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<p><i>Phase Six</i> (Throughout Year 2 and beyond)</p>	<p>Working on spelling, including prefixes and suffixes (-s, -es, -ing, -ed, -er, -est, -y, -en, -ful, -ly, -est, -er, -ment, -ness) doubling and dropping letters etc.</p>																																								

**Terms-** please use these terms so that children are familiar with them.

- A **Phoneme** is the sound made by a letter or group of letters.
- **Digraph** – two letters making one sound (for example- **sh, th, ai**) we also describe these letters as **special friends**.
- **Split digraph**- two letters that are split with another letter in the middle (for example- **a\_e** cake, **i\_e** smile)
- **Trigraph**- three letters making one phoneme (**igh**).
- **Blending** for reading.

This is the process of saying the letter sounds and merging them together to read words. E.g. c-a-t ... cat

Sound buttons are used initially under each phoneme, with a line under digraphs and trigraphs. Y1 will also practice words without these and draw on their own buttons to support children to identify phonemes.



We say '**sound it out**' and '**blend it**' when reading unfamiliar phonetically decodable words.

- **Tricky words**- are words which you cannot blend, e.g. **the, go, no, we, said**
- **Segmenting** for spelling. This is the process of saying the word and separating out the sounds to write them. E.g. dog ... d-o-g

Use letter sounds for reading, and Letter names when spelling.

\*Our current Y1 cohort are using RWI vocabulary (fred-talk, red words, green words)

**Other terms used include**

**VC** – a word containing a vowel and a consonant (e.g. **it, am, is, at**)

**CVC**- a word containing a consonant, vowel and consonant (e.g. **dog, vet, leg**)

**CVCC**- (e.g. **dogs, help**)

**CCVC**- (e.g. **stop, frog**)

**Alien words**- are nonsense words made up of the spellings (graphemes) a child has already been taught, these are used in the phonics screening test in Year 1. Words like 'bip', 'steg' or 'shromp' show if pupils can recognise phonemes and blend them effectively (not just sight read them).

**Actions** used in phonics lessons-

**my turn**



hands towards self

**your turn**



hands towards class

**talk to your partner**



fingertips touch

To **demonstrate blending**

pinch sounds onto fingers and move fingers together to show blending.



To **demonstrate segmenting**

Ask children to 'say the word'

Ask 'what sounds can you hear?'

Say 'pinch the sounds onto your fingers'.



Then 'Write the sounds'

## Letter Formation and handwriting

In Early Years the focus is on the child gaining control of their body. **Gross motor** development comes first- core strength, running, jumping, balancing, throwing, crossing the midline (hand touching opposite knee, twisting body, etc).

**Fine motor** development follows on from this- threading buttons, cutting with scissors, kneading dough, grip strength, pinching, stretching, squashing, squeezing, etc. Once a child has control of their body, they are ready to use tools to write.

When **introducing letter formation** use individual letter cards and model the correct formation on the board, writing on lines. Reception children practice in small groups after the phoneme is introduced.

Once individual letters are known we use the Pen Pals handwriting formation lessons. Practice and apply- model correct handwriting and language- **ascenders** and **descenders**, teach in letter families...

## Letter families

For teaching letter formation

Letter family 1

Down and off in another direction

l i t j u y

Letter family 2

Down and retrace upwards

m n r b p h k

Letter family 3

Anticlockwise round

c a d o q g e f s

Letter family 4

Zig-zag letters

v w x z

## Year Group overviews- All Saints Bedworth

### Nursery

Focus on the children's listening skills using 'Lola the Listening Leopard' activities by Ros Bailey.

Letters and sounds phase 1 activities- 7 strands

Oral blending

Rhyming

Additional phonics activities for rapid graspers when they are ready.

### Reception

<p><b>Autumn Term 1-</b></p> <ul style="list-style-type: none"> <li>▪ Baseline assessment</li> <li>▪ Phase 1 listening skills</li> <li>▪ Teach Phase 2 sounds</li> <li>▪ Oral blending</li> <li>▪ Beginning to blend VC and CVC words</li> <li>• Tricky words (phase 2)</li> </ul>	<p><b>Autumn Term 2-</b></p> <ul style="list-style-type: none"> <li>▪ Assessment- letter sounds and blending</li> <li>▪ Consolidate phase 2 sounds</li> <li>▪ Blending CVC words</li> <li>▪ Segmenting CVC</li> <li>▪ Teach phase 3 sounds, with phase 2 intervention group</li> <li>▪ Reading sentences</li> <li>• Tricky words (phase 3)</li> </ul>
<p><b>Spring Term</b></p> <ul style="list-style-type: none"> <li>▪ Assessment- letter sounds and blending</li> <li>▪ Teach phase 3 sounds</li> <li>▪ Reading / Writing sentences containing digraphs</li> <li>▪ Reading and spelling tricky words (phases 2&amp;3)</li> </ul>	
<p><b>Summer Term</b></p> <ul style="list-style-type: none"> <li>▪ Assessment</li> <li>▪ Teach phase 4 CVCC CCVC words</li> <li>• Tricky words (phase 4)</li> <li>▪ Polysyllable words</li> <li>▪ Reading and writing sentences with longer words in.</li> <li>▪ Introduce Alien words</li> </ul>	

### Year 1

Baseline **phonics screen test**, then re-test half termly to identify any children who need extra work on specific phonemes and the bottom 20% who need intervention group work.

Briefly recap phase 4, review all sounds learned previously.

Teach phase 5 Letters and sounds- all further graphemes and split digraphs

Graphemes with alternative pronunciations

Tricky words (phase 5)

Two/ three syllable words

Alien words -teach and review for each sound.

## Year 2

Phase 6 spelling patterns, suffixes and prefixes.

Intervention group work for those children who did not pass the Y1 phonics screen with half termly phonics screen testing to target their interventions carefully.

During whole class guided reading sessions and English lessons there is a focus on spelling patterns and common exception words.

**Lesson structure**- following the Letters and sounds structure and sequence of phonemes.

1. Review
2. teach
3. practice
4. apply

sample plan – phase 2

Phonics Planning		Phase 2		Week 3		Week beginning: Monday 7 <sup>th</sup> October 2019	
	Monday	Tuesday	Wednesday	Thursday	Friday		
Revisit/Review	Revise phonemes so far	Phonics phase 1- aspect 7. Toy talk with objects in a bag p42	Revise phonemes so far	Revise phonemes so far and tricky word <b>l</b>	Revise phonemes so far and tricky word <b>l</b>		
Teach	Introduce the phoneme ' <b>c</b> ' use the bag of objects beginning with c and show the grapheme	Introduce the phoneme ' <b>o</b> ' use the bag of objects beginning with o and show the grapheme, include <b>o, o, o, Oliver, Olivia</b>	Introduce tricky word <b>l</b> Introduce <b>k</b> using sound bag and phoneme card	Introduce phoneme /grapheme <b>e</b> use the bag of objects beginning and show the grapheme.	Introduce phoneme /grapheme <b>ck</b> Explain that these are special friends that come at the end of words (or sometimes in the middle).		
Practise	Show the formation of c- air write  <b>Pennpals</b> warm ups gross and fine motor. Then c formation Write c on sheet	Show the formation of o- air write  <b>Pennpals</b> warm ups gross and fine motor. Write o on sheet	Play Georgie's gym • Stand u-p. • Put your hands on your <b>kn-ee-s</b> , on your <b>f-ee-t</b> . • Put your finger on your <b>n-o-se</b> . • Bend one arm round your <b>b-a-ck</b> .	Play I spy with Objects <b>p-e-g</b> <b>l-e-g</b> <b>b-e-d</b> <b>e-gg</b> <b>e-l-f</b>	Read green word cards <b>Kick, sock, tick, pack</b>		
Apply	Oral blending <b>c-a-t</b> <b>c-o-d</b> <b>c-a-n</b>	Read green words- <b>mop, top, pot, nod</b>	Sound talk, orally blend, then read green word cards <b>Kid, kip, king</b>	<b>Pennpals</b> warm ups gross and fine motor. Write e on sheets <u>Magnetic letters</u> making words in groups <b>peg, pig</b>	Read a sentence <b>A cat on a mat.</b> Choose the correct picture from a choice of 3		

**Timings****Reception**

Start at 10mins then build up to 30mins

**Year 1**

30mins

**Year 2**

Whole class guided reading with phonics intervention groups

**Reading books**

Phonically decodable books are sent home at the appropriate level for each child.

**Book matching for reading and phonics in early years and KS1**

Phonics phase	Book band	Year group
Phase 2	Pink	FS2
Phase 3	Red	FS2/ Y1
Phase 3/4	Yellow	FS2/ Y1
Phase 4/5	Blue	FS2/Y1
Phase 5	Green	Y1/Y2
Phase 5/6	Orange	Y1/Y2
Phase 5/6	Turquoise	Y1/Y2
Phase 6	Purple	Y2/Y3
Phase 6	Gold	Y2/Y3

This handbook will be reviewed at the end of the year- July 2020

Sample phonics observation sheet

<b>Phonics: discrete teaching and application</b>	
<b>Observation proforma</b>	
	<b>Notes</b>
<b>1. Revisit</b> <ul style="list-style-type: none"> <li>Does the teacher ensure that children practise phonemes already taught?</li> <li>Is it kept lively and fast-paced?</li> <li>Are all pupils encouraged to participate?</li> </ul>	
<b>2. Teach</b> <ul style="list-style-type: none"> <li>Is the articulation of phonemes correct?</li> <li>Are children required to articulate phonemes themselves, not just listen to the adult doing so?</li> <li>Are the children taught the name of the letter?</li> <li>Are the children shown clearly how to read and write the letter?</li> <li>Are the children being taught how to blend and/or segment?</li> <li>Is there evidence of new learning, not just consolidation?</li> </ul>	
<b>3. Practise</b> <ul style="list-style-type: none"> <li>Do children have opportunities to practise saying the phoneme?</li> <li>Are they given opportunities to blend the corresponding graphemes?</li> <li>Are they given opportunities to blend phonemes to read words?</li> <li>Are they given opportunities to segment words into phonemes/graphemes for spelling?</li> <li>Are they given opportunities to write the letter?</li> </ul>	
<b>4. Apply</b> <ul style="list-style-type: none"> <li>Is there evidence that children have opportunities to apply their phonic knowledge and skills in purposeful reading and writing activities?</li> <li>Do activities promote all four interdependent strands of language: speaking, listening, reading and writing?</li> </ul>	
<b>Throughout the session:</b> <ul style="list-style-type: none"> <li>Is the session multi-sensory but tightly focused on the learning goal?</li> <li>Is it kept fun and interactive?</li> <li>Are props used effectively?</li> <li>Is it kept short and focused?</li> <li>Is it appropriate to the principles of EYFS practice?</li> <li>Does the teacher observe carefully to assess individual children's progress?</li> </ul>	