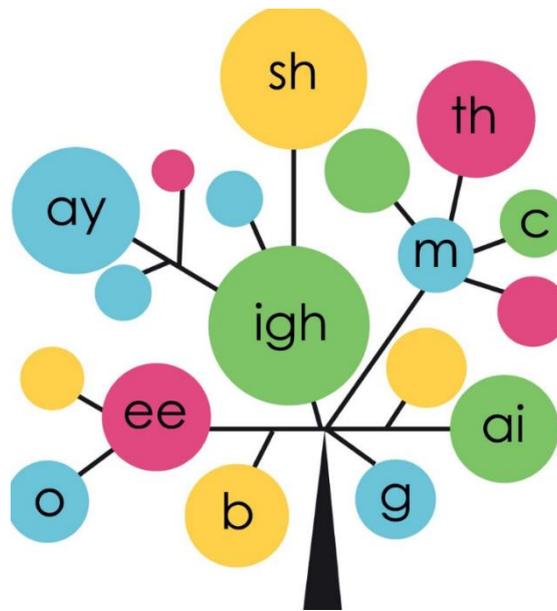


Phonics



Teaching & Learning Guide

Adopted	September 2019
Lead	HH
Reviewed	

Aims and objectives

An explicit, synthetic and systematic approach to the teaching of Phonics is important to ensure that children are successful, fluent readers and writers by the end of Key Stage One. At Cottons Farm, we believe this is achievable through a combination of discrete phonics teaching lessons combined with regular, daily opportunities for developing reading skills. The teaching of phonics is a key strategy that is used to help our children to read, write and spell and research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read (EEF, 2018).

Teaching Approach

At Cottons Farm we follow the six phases of Letters and Sounds. The Letters and Sounds resource was published by the Department for Education and Skills in 2007 and aims to build children's speaking and listening skills as well as to prepare children for learning to read by developing their phonic knowledge and skills through a detailed and systematic programme with the aim of them becoming fluent readers by the age of seven. The guidance is followed through the use of pre-prepared Phonics phase planning which is available from the Phonics Lead and includes Revisit/Review, Teach, Practise and Apply sections as recommended by the Letters and Sounds programme.

Phase One

Phase One of Letters and Sounds concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work which starts in Phase 2. The emphasis during Phase 1 is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills. Phase One activities are arranged under seven aspects where children experience regular, planned opportunities to listen carefully and talk extensively about what they hear, see and do. The aspects include:-General

sound discrimination, Rhythm and rhyme, alliteration, voice sounds, oral blending and segmenting.



Phase Two

The purpose of this 6 week phase is to teach **19** letter sounds/phonemes and on completion, many children should be able to read and spell some VC and CVC words and also be able to read the hi-frequency words '**the, to, go and no**'. During a teaching session, letters previously learned will be practised and oral blending and segmentation will take place (this is known as Revisit/Review). Children will be introduced to a new letter and taught one/two tricky words (Teach) then reading and spelling with this new letter will be exercised (Practise). Finally, as the lesson draws to a close, children will read or write a caption with the new letter that has been introduced and containing one of the hi-frequency words that have been taught (Apply).

Phase Three

Children entering Phase Three will know around 19 letter sounds/phonemes, be able to blend phonemes to read VC words, segment VC words to spell and blend and segment CVC words orally. The purpose of this phase is to teach a further **25** graphemes, most of which comprising of 2 letters (eg oa). Children will also continue to practise CVC blending and segmentation and will apply their knowledge to read and spell two-syllable words and captions. They will learn to read and spell a selection of decodable and tricky words. Again, the lesson will follow the sequence of Revisit, Review, Teach, Practise and Apply. Previously learned letters/graphemes will be practised (Revisit), new graphemes and tricky words will be taught (Teach), blending, reading, segmenting and spelling will take place with the newly taught grapheme (Practise) and finally reading or writing a caption/sentence using the new grapheme/tricky word will be covered (Apply). This Phase typically lasts for 11-12 weeks.

Phase Four

Children entering Phase Four will be able to represent 40+ phonemes, be able to blend to



read, and segment to spell CVC words. They will also be able to read and spell tricky words. The purpose of this phase is to consolidate knowledge and a four-week programme is suggested.

Phase Five

The purpose of this 30-week phase is for children to broaden their knowledge of phonemes and graphemes for use in reading and spelling. They will be introduced to new graphemes and alternative pronunciations for these. The daily teaching sequence of Revisit, Review, Teach, Practise and Apply will be applied.

Phase Six

By the beginning of Phase Six, children should be able to read hundreds of words automatically and decode them quickly and silently. Children's spellings should be phonemically accurate and during this phase, children become fluent readers and increasingly accurate spellers.

For in depth, step by step coverage of any of the phases or for a bank of suggestions of teaching ideas, referral should be made to the Letters and Sounds publication document which can be downloaded from:-

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/190599/Letters_and_Sounds_-_DFES-00281-2007.pdf

Progression



Children will progress throughout the six phases of Letters and Sounds, beginning with Phase One



in Nursery. By the end of the Summer Term, it is envisaged that Reception children should be familiar up to the end of Phase Three/Four. It is often common practise to repeat Phase 4 before the teaching of Phase 5 in Year 1 and by the end of Year 2, children should be proficient in their phonics knowledge and have completed six phases of Letters and Sounds.

Differentiation

Naturally, some children will join their year group from different schools and at different starting points. In order to ensure that the teaching of Phonics is matched to the child's current level of skill, a Phonics Assessment (Appendix One) will be made within a few days of starting school. This will identify the correct Phonics group that the child will need to attend each morning. We currently have 5 phonic groups in school together with several individual intervention sessions for children who have additional needs.

Timetabling

Discrete phonics sessions throughout KS1 will be timetabled at 9am and taught daily from Nursery through to Year 2. The expectation is that phonics is taught for a minimum of 10 – 15 minutes in Nursery, 20 – 25 minutes in Reception, 25 – 40 minutes in Years 1 and 2.

Assessment and Tracking

At the end of each term, children will be assessed on their progress (Appendix Two) and re-grouped if necessary. Throughout the term, the Phonics Lead will liaise with staff to identify any children who may require additional support or interventions. At the end of the academic year, the class teacher passes on the end of year phonics data to the next class teacher stating where the children are within the Letters and Sounds programme.

National Phonics Screening Test



During the Summer Term, all children in Year One will be screened using National Assessment



materials and the data will be submitted to the Local Authority. Children are expected to gain 32 marks out of 40, however if they do not pass the screening test, they will be retested when they are in Year Two and receive ongoing Phonics support during this year. Children who do not pass at the end of Year 2 will receive targeted phonic intervention work.

Reading Books

The correlation chart in Figure 1 is a useful tool to illustrate how a selection of reading scheme books that are available in school can be matched with the letters and sounds phonics phases and age-related expectations (ARE).

Band	Project X	Dandelion	RWI	READ RECOVERY	ARE	NC	Reading Age	Phonics Phase (approx)
Lilac	0	Units 1 – 10 s a t I m n o p			FS1		Below 4.2	Phase 2
Pink	1	b c g h d e f v		1/2			4.3 – 4.8	Phase 2/3
Red	2	k l r u j w z x y ff ll ss zz		3/4/5			4.9 – 5.2	Phase 3
Yellow	3	Units 11 – 20 sh ou + ve sh wo th ed ck ing ng le	Green	6/7/8	FS2	W	5.3 – 5.7	Phase 3/4
Blue	4		Purple	9/10/11		1C	5.8 – 5.11	Phase 4/5
Green	5		Pink	12/13/14		1B	5.12 – 6.3	Phase 5
Orange	6		Orange	15/16	Yr1	1A	6.4 – 6.7	Phase 5/6
Turquoise	7		Yellow	17/18		2C	6.8 – 6.10	Phase 5/6
Purple	8		Blue	19/20		2B	6.11 – 7.1	Phase 6
Gold	9		Grey	21/22		2A+	7.2 – 7.3	Phase 6
White	10				Yr2	3C	7.4 – 7.7	

Figure 1

Classroom environment

Within the infant classroom it is recommended that a Jolly Phonics Wall frieze is clearly displayed as this refers to the letter sounds learnt during Phonics

lessons. A 'Speed Sound' chart and 'Hi-Frequency Words' taught should be visible on



working walls and on tables in order to support independence with reading and writing. An alphabet strip with correct handwriting formation should also be accessible.

Resources

Effective phonics lessons make every second count, and this means that equipment needs to be pre-prepared before the lesson begins. It is useful to supply each child with a whiteboard, pen and rubber in a labelled packet to ensure that no time is wasted handing out equipment and a prearranged seating plan should be established as this facilitates support for those children who are struggling. For each lesson, a set of Flashcards will be necessary and these can be obtained in the resources area in school however, there are many different internet sites offering a wide range of downloadable sets if preferred.

