



Phonics at Stivichall Primary School

At Stivichall Primary School we ensure that phonics is taught within a language rich literacy curriculum. This means that:

- There is explicit teaching of phonics.
- There is a talk and text rich learning environment. Enabling adults use every opportunity to develop children's language skills. The learning environment features children's names, inviting book area, signs and labels, props and puppets, opportunities for independent reading, opportunities to read with a friend, role play area, small world area, writing area, alphabet frieze, word banks displayed, class made books.
- Reading aloud, children are read to at least once a day. There is a core of books, rhymes and songs for children to hear, read and reread. There is a variety of fiction, poetry and information texts.
- Children regularly read aloud to an adult. They are provided with a broad and balanced reading curriculum. Connections are made between discrete phonic sessions and reading.
- Rhymes and songs are used to develop phonic learning.
- There is a partnership with parents/carers, Clear messages are shared with parents about the key experiences in reading development and how they can support their child at home through phonic and reading workshops. Reading and library books are sent home along with a reading diary. In the weekly Reception letter 'top tips' are provided, giving advice to parents/carers about reading so that they can support children at home.
- Children have opportunities to practise skills in real and meaningful contexts, names, maps, signs, instructions, book making, reading and writing through role play, letters, invitations, cards, notes, and print in the environment.
- There are opportunities for talk, reading and writing across the curriculum.

Phonics is taught explicitly through a daily discrete phonic session, shared reading, group reading and individual reading

Letters and Sounds

Letters and Sounds is the resource we use at Stivichall Primary School to support the systematic teaching of phonics. Children begin the Letters and Sounds programme at the start of Reception year and continue across Key Stage 1 (Years 1 and 2). Every child between Reception and Year 2 has a 20 minute phonics session every morning.

The Letters and Sounds programme is separated into six phases. The aim of the programme is to support children to become fluent readers. It starts with early phonological development, then mastering the basic code, moving onto learning the complex code and finally learning specific spelling rules.

Age expectations

By the end of Reception children will have been taught and know at least one way of representing each phoneme.

By the end of Year 1 children will have been taught and know alternative graphemes for each phoneme and different pronunciations of the same grapheme and use these to read and spell.

By Year 2 children are applying their phonic knowledge and recognising irregularities to spell more complex words and notice spelling patterns.

Progression in phonics

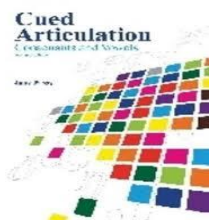
Year group	Phase and term
Reception	1-first 6 weeks 2-Autumn 3-Spring 4-Summer
1	4-Autumn 5-Spring and Summer
2	5-Autumn 6-Spring and Summer



Alongside the Letters and Sounds programme, Collins Big Cat Song of Sounds is used to supplement it. Song of sounds has a song for every phoneme. The Stage 1 pack of resources is used in Reception and the Stage 2 pack of resources is used in Year 1.



There is a subscription to Phonics Play and this site is used to support planning, teaching ideas and interactive games.



Cued Articulation

Every time a new sound is introduced the children are taught the corresponding Cued Articulation sign. Children are taught a set of hand cues that reinforce the teaching of the individual sounds in words. The hand movement represents one sound and the cue gives clues as to how and where the sound is produced. It represents sounds visually to compliment auditory information. It teaches children how to make the sounds not the letters e.g. the hand sign for c in cat is the same as choir, kick.



Power of Reading

Alongside explicit phonic teaching, high quality texts are used to promote language learning and the use and application of phonics. Phonemes are linked to the stories and rhymes.

Useful websites

www.letters-and-sounds.com

www.oxfordowl.co.uk

The Oxford Owl website has some excellent information for parents. There are a couple of useful videos as well as a really helpful player that allows you to hear each letter sound. Click on the icon to visit the site.

www.phonicsplay.co.uk

www.soundsforliteracy.co.uk

This is a useful site to support Cued Articulation.

Phonics Glossary

blending	Blending is the skill of joining sounds together to read words. Children are taught to say the separate sounds in a word and to then blend them together to decode the word.
graph digraph trigraph	A graph is a sound that is represented by one letter. A digraph is a sound that is represented by two letters e.g. the sound 'a' in rain is represented by the digraph 'ai'. A trigraph is a sound that is represented by three letter e.g. the sound 'i' in light is represented by the trigraph 'igh'. We sometime refer to digraphs and trigraphs as 'special friends'.
grapheme	A grapheme is a visual representation of a sound e.g. a letter or a group of letters. Some sounds are represented by a single letter whilst others are represented by more than one letter.
phoneme	A phoneme is a unit of sound e.g. the word 'cat' contains three phonemes; c - a - t.
segmenting	Segmenting is the opposite of blending. Children are taught to segment a word into its separate sounds in order to spell it.
split digraph	A split digraph is a digraph that is separated by other letters e.g. the sound 'a' in the word take is represented by the split digraph a-e.

Planning

Introduce-Revisit-Teach-Practise-Assessment

Every phonics lesson starts with an **introduction**-We are learning to...Children then **revisit** previous learning. Speed sound flash cards or the simple and complex phonic chart can be used to review sounds previously taught. Children are then **taught** a new phoneme (apart from phase 4). They **practise** reading and writing the phoneme in words. Children are then given an activity where they can **apply** their new phonic knowledge. The lesson finishes with **assessing** what children know and can do. A multisensory approach is used when teaching phonics.

Resources to support phonics teaching

At Stivichall there are a range of resources to ensure teaching is multisensory,

Phonic fans



Chimp phonics



Phonic games (Phase 2-5)



Magnetic letters and boards

b	r	a	qu	j	z
i	y	d	t	c	s
l	sh	k	ch	f	v
e	u	n	ng	m	th
h	x	g	w	p	o
ay	ee	igh	ow	oo	oo
ar	or	air	ir	ou	oy

Phase 1 - Letters & Sounds

Phase 1 is the very start of each child's journey. It is all about listening to sounds and learning to discriminate between different sounds. The Phase focuses on sounds in everyday life rather than sounds in words. Phase 1 lays the essential foundations for all the learning that follows. If a child cannot identify individual sounds in the everyday world and differentiate between them e.g. a car horn and a boiling kettle, then they will struggle to begin hearing the separate sounds that make up words.

Letters are not introduced until Phase 2. At the start of the Reception year the focus is on establishing good listening skills.

Letters & Sounds Website

The best source of materials for Phase 1 is an external website.

<http://www.letters-and-sounds.com/phase-1.html>

Reading band that correlates with Phase 1

Lilac band

Phase 2

Phase 2 is the basic code-simple sounds. In Phase 2 children are introduced to letters (and the corresponding sounds) for the first time. This page provides an overview of the main teaching content.

Phase 2 Teaching Overview

In Phase 2 children are taught 19 letters grouped into 5 sets. One set will generally be taught in one 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

Children are encouraged to begin 'blending' sounds into words straight away. Therefore, having been taught only Set 1, children can make (and read) words like at, sat & pat.

At the end of every set, flashcards of the letters taught are sent home to reinforce learning.

Nonsense words

Nonsense words, such as 'tas' are taught as they allow children to explore sounds freely. Mis-spelt words (which are phonetically correct) are also allowable e.g. pas. In time, children will be shown the correct spelling. The initial focus is on reading; blending separate sounds into words.

Green words

As children learn all the sets in Phase 2, they will be able to read an increasing number of words. We call these green words; green words are phonetically decodable. Green words are used during teaching at school and are sent home to reinforce learning.

Phase 2 – Set 1 & 2 Green Words it is sit sat pit tip pip sip an in nip pan pin tin tan nap an man mam mat map Pam Tim Sam dad sad dim dip din did Sid and

Phase 2 - Set 1, 2 & 3 Green Words tag gag gig gap nag sag gas pip dig got on not pot top dog pop God Mog can cot cop cap cat cod kid kit Kim Ken

Phase 2 – Set 1, 2, 3 & 4 Green Words kick sack sock dock pick sick pack ticket pocket get pet ten net pen peg met men neck up mum run mug cup sun tuck mud sunset rim rip ram rat rag rug rot rocket carrot

Phase 2 – Set 1, 2, 3, 4 & 5 Words had him his hot hut hop hum hit hat has hack hug but big back bet bad bag bed bud beg bug bun bus Ben bat bit bucket beckon rabbit of if off fit fin fun fig fog puff huff cuff fan fat lap let leg lot lit bell fill doll tell sell Bill Nell dull laptop ass less hiss mass mess boss fuss hiss pass kiss Tess fusspot

High Frequency Words (100)

In phase 2 children are taught to read the first set of 100 high frequency words. Some of the words are decodable (green words) and some of them are tricky and children must learn to read them by sight as they are phonetically irregular. These words are called red words.

High Frequency Green words (decodable)

a an as at if in is it of off on can dad had back and get big him his not got up mum but

Red words (tricky)

I go no into the to

Red word lists and flashcards are sent home to reinforce learning.

Sound Buttons

Sound buttons are circles or spots that can be written underneath a sound to support reading. When you touch the sound button you then practise saying the sound aloud.



Double consonants

Double consonants (ff / ss / ll) are taught early. This illustrates to children that sometimes more than one letter can represent a single sound. In the case of these letters it is the same sound as the single letter represents. In Phase 3 children are taught that this is not always the case.

The grapheme 'ck' is taught in Phase 2 as it features in many of the early words that children learn e.g. back, neck and sack.

Reading band that correlates with phase 2

Pink A/B band

Phase 3

Phase 3 is the basic code-complex sounds. In Phase 3 children continue to use all the sounds they were taught in Phase 2. In addition, they are taught additional sounds (phonemes) and the letters / groups of letters that represent them (graphemes).

Phase 3 Teaching Overview

In this Phase a further 25 letters and graphemes are taught. The final two sets of letters are taught first.

Set 6	j / v / w / x
Set 7	y / z, zz / qu

Once Sets 6 & 7 have been taught children learn about graphemes where more than one letter represents one sound e.g. the grapheme 'ai' represents one sound in the word 'rain'.

<u>ch</u> (as in ch ip)	<u>sh</u> (as in sh op)	<u>th*</u> (as in th in)	<u>th*</u> (as in th en)
<u>ng</u> (as in ng ing)	<u>ai</u> (as in ai n)	<u>ee</u> (as in ee t)	<u>igh</u> (as in igh t)
<u>oo</u> * * (as in oo k)	<u>oo</u> * * (as in oo t)	<u>ar</u> (as in ar m)	<u>or</u> (as in or)
<u>ur</u> (as in ur t)	<u>ow</u> (as in ow)	<u>oi</u> (as in oi n)	<u>ear</u> (as in ear)
<u>air</u> (as in air)	<u>ure</u> (as in ure)	<u>er</u> (as in er)	

Green words

Phase 3 – Sets 1 to 6 Green Words jam Jill jet jog Jack Jen jet-lag jacket van vat vet Vic Ravi Kevin visit velvet will win wag web wig wax cobweb wicked mix fix box tax six taxi vixen exit

Phase 3 – Sets 1 to 7 Green Words yap yes yet yell yum-yum zip Zak buzz jazz zigzag quiz quit quick quack liquid

Phase 3 – Consonant Digraphs ch/sh/th/ chop chin chug check such chip chill much rich chicken ship shop shed shell fish shock cash bash hush rush them then that this with moth thin thick path bath

Phase 3 – Consonant Digraph ng ring rang hang song wing rung king long sing ping-pong

Phase 3 – Vowel Graphemes ai/ee/igh wait Gail hail pain aim sail main tail rain bait see feel weep feet jeep seem meet week deep keep high sigh light might night right sight fight tight tonight

Phase 3 – Vowel Graphemes oa/oo coat load goat loaf road soap oak toad foal boatman too zoo boot hoof zoom cool food root moon rooftop look foot cook good book took wood wool hook hood

Phase 3 – Vowel Graphemes ar/or/ur bar car bark card cart hard jar park market farmyard for fork cord cork sort born worn fort torn cornet fur burn urn burp curl hurt surf turn turnip curds

Phase 3 – Vowel Graphemes ow/ui/ear now down owl cow how bow pow row town towel oil boil coin coil join soil toil quoit poison tinfoil ear dear fear hear gear near tear year rear beard air fair hair lair pair cairn sure lure assure insure pure cure secure manure mature hammer letter rocker ladder supper dinner boxer better summer banner

Phase 3 – Green Words with a combination of two Phase 3 graphemes cheep tooth chair sharp torch looking sheet harsh waiter poach orchard powder thing short arch shoal north lightning thorn church chain shook farmer porch teeth singer faith shark shorter thicker coach sheer sheep march longer booth

High Frequency Green Words (decodable)

will that this then them with see for now down

Red Words (tricky)

he she we me be you are was all her they my

Sound Buttons

Sound buttons are used to support children when sounding out words. A dash is used under a digraph and trigraph.

Book band that correlates to phase 3

Red A/B band

Yellow band

Phase 4

In Phase 4 children are not taught any new phonemes or graphemes. Instead, they are taught to further manipulate the phonemes and graphemes they have already learnt. Many of the words children explored in Phase 2 and 3 were monosyllabic (words of one syllable). In Phase 4 children explore more polysyllabic words (words containing more than one syllable). Many of the words in Phase 2 and 3 required children to blend approximately three sounds together in order to read them. Phase 4 requires children to blend an increasing number of sounds together in order to read.

Phase 4 Teaching Overview

In Phase 4 words are often referred to in relation to how many vowels and consonants.

CVC Words

The word '**cod**' is a CVC word (consonant / vowel / consonant). Other CVC words include: sad, net & him.

CCVC Words

The word '**crab**' is a CCVC word (consonant / consonant / vowel / consonant). Other CCVC words include: trim, flat & step.

CVCC Words

The word '**help**' is a CVCC word (consonant / vowel / consonant / consonant). Other CVCC words include: fist, mend and test.

As children progress through Phase 4 they become more confident and skilled in reading and spelling words with a greater number of letters and graphemes.

Green Words

Phase 4 – CVCC Green Words using sets 1-7 letters **went it's help just tent belt
hump band dent felt gulp lamp wind land nest sink link hunt best tilt lift lost tuft damp
bust camp gift kept tusk limp soft pond husk cost bank bunk**

Phase 4 – CVCC Green Words using sets 1-7 letters fond gust hand next milk golf jump fact melt

Phase 4 – CVCC Green Words using phase 3 graphemes champ chest tenth theft Welsh chimp bench sixth punch chunk thank shift shelf joint boost thump paint roast toast beast think burnt

Phase 4 – Polysyllabic Green Words children helpdesk sandpit windmill softest pondweed desktop helper handstand melting seventh shampoo Chester giftbox shelter lunchbox sandwich shelving Manchester chimpanzee champion thundering

Phase 4 – CCV and CCVC Green Words using set 1-7 letters from stop spot frog step plan speck trip grab track spin flag grip glad twin sniff plum gran swim clap drop glass grass brass

Phase 4 – CCV and CCVC Green Words using phase 3 graphemes green fresh steep tree spear smell spoil train spoon sport thrush trash start flair trail cream clown star creep brown stair spoil spark bring crash bleed clear train swing droop spoon float smart groan brush growl

Phase 4 – CCV and CCVC Green Words using phase 3 graphemes Polysyllabic Words scoop sport frown speech smear thrill treetop starlight floating freshness

Phase 4 – CCVCC, CCCVCC & CCCVCC Green Words using set 1-7 letters stand crisp trend trust spend glint twist brand frost cramp plump stamp blend stunt crust tramp grunt crept drift slept skunk think thank blink drank blank trunk graft grant blast grasp slant

Phase 4 – CCVCC, CCCVCC & CCCVCC Green Words using phase 3 graphemes Polysyllabic Words crunch drench trench Grinch shrink thrust spring strap string scrap street scrunch driftwood twisting printer

High Frequency Green Words (decodable)

went it's from children just help

Red Words (tricky)

said have like do so some come were there little one when out what

Book band that correlates to phase 4

Yellow band

Blue band

Phase 5

Phase 5 is the complex code. In Phase 5 children are introduced to new graphemes for reading. Some of these graphemes represent phonemes (sounds) that they have already learnt a grapheme for. For example, in Phase 3 children were taught 'ai' as the grapheme for the phoneme /a/ (as in rain). In Phase 5, children are taught that the phoneme /a/ can also be represented by the graphemes 'ay' (as in play) or 'a-e' (as in make).

Phase 5 Teaching Overview

<u>a-e</u> (as in c a me)	<u>au</u> (as in P a ul)	<u>aw</u> (as in s a w)	<u>ay</u> (as in d a y)
<u>e-e</u> (as in the e)	<u>ea</u> (as in s e a)	<u>ew</u> (as in st e w)	<u>ew</u> (as in ch e w)
<u>ey</u> (as in mon e y)	<u>i-e</u> (as in l i ke)	<u>ir</u> (as in g i rl)	<u>o-e</u> (as in b o ne)
<u>oe</u> (as in t o e)	<u>ou</u> (as in o ut)	<u>oy</u> (as in b o y)	<u>ph</u> (as in P hil)
<u>u-e</u> (as in J u ne)	<u>u-e</u> (as in h u ge)	<u>ue</u> (as in cl u e)	<u>ue</u> (as in d u e)
<u>wh</u> (as in w hen)			

Green words

Phase 5 – New graphemes for reading

ay/ou ay day play may say stray clay spray tray crayon delay

ou out about cloud scout found proud sprout sound loudest mountain

ie pie lie tie die cried tried spied fried replied denied

ea sea seat bead read meat treat heap least steamy repeat

oy boy toy joy oyster Roy destroy Floyd enjoy royal annoying
ir girl sir bird shirt skirt birth third first thirteen thirsty
ue clue blue glue true Sue Prue rue flue issue tissue
ue cue due hue venue value pursue queue statue rescue argue
aw saw paw raw claw jaw lawn yawn law shawl drawer
ph Philip Philippa phonics sphinx Christopher dolphin prophet phantom elephant
alphabet
wh when what which where why whistle whenever wheel whisper white
wh who whose whole whom whoever
ew blew chew grew drew screw crew brew flew threw Andrew
ew stew few new dew pew knew mildew nephew renew Matthew
oe toe hoe doe foe woe Joe does tomatoes potatoes heroes
au Paul haul daub launch haunted Saul August jaunty author automatic
ey money honey donkey cockney jockey turkey chimney valley trolley monkey
a-e came made make take game race same snake amaze escape
e-e these Pete Eve Steve even theme gene scene complete extreme
i-e like time pine ripe shine slide prize nice invite inside
o-e bone pole home alone those stone woke note explode envelope
u-e June flute prune rude rule u-e huge cube tube use computer

Known graphemes for reading: alternative pronunciations – ‘a’ a hat acorn fast was
bacon path what apron pass wash angel father wasp apricot bath squad bagel last
squash station grass want nation after watch Amy branch wallet lady afternoon
wander

High Frequency Green Words (decodeable)

don't old I'm by time house about your day made came make here saw very

Red Word (tricky)

oh their people Mr Mrs looked called asked could

Common Exception Words (CEW) Year 1

Common exception words are **words** in which the English Spelling code works in an unusual or uncommon way. They are not **words** for which phonics 'doesn't work', but they may be **exceptions** to spelling rules, or **words** which use a particular combination of letters to represent sound patterns in a rare or unique way.

Year 1 Common exception words

do	the	is	today
to	a	his	says
no	they	has	our
go	said	I	ask
so	love	put	you
he	come	full	your
be	some	pull	house
me	of	push	school
we	are	our	friend
she	here	once	
by	there	one	
my	where	was	

Book bands that correlate with phase 5

Blue

Green

Orange

Turquoise

Phase 6

The main aim of phase 6 is for children to develop their fluency when reading and increase accuracy when spelling. Children will be able to sight read a large number of words. When coming across an unfamiliar word, they have a range of strategies to decode them including their sounding out and blending skills.

Children will learn:

- To read with increasing fluency
- To use the past tense.
- To investigate and learn how to add suffixes.
- To spell longer words.
- To find the difficult bits in words.
- To develop memory strategies for spelling.
- To apply spelling in writing.

Common Exception Words Year 2

Year 2 - Common Exception Words

door	floor	poor	because	find	kind	mind
behind	child	children	wild	climb	most	only
both	old	gold	cold	hold	told	every
everybody	even	great	break	steak	pretty	beautiful
after	fast	last	past	father	class	grass
pass	plant	path	bath	hour	move	prove
improve	sure	sugar	eye	could	should	would
who	whole	any	many	clothes	busy	people
water	again	half	money	Mr	Mrs	parents

Book bands that correlate with phase 6

Orange

Turquoise

Purple

Gold

Assessment, grouping and intervention

On entry to Reception, all children's phonic knowledge is assessed during the Baseline assessment this is then used to inform planning. Formative assessments are used during the phonic session. At the end of every term (or additionally when teaching staff have noticed there has been accelerated or slow progress) a summative phonic assessment is carried out in Reception, Year 1 and for those children working below ARE in Year 2. There are 3 phonic assessments, one for each term. Children read from the top of the assessment. The assessments are cumulative; this ensures there are no gaps in their knowledge of sounds. When the child is unable to read further, go back to the box the child can read completely. This indicates the phase they are secure with.

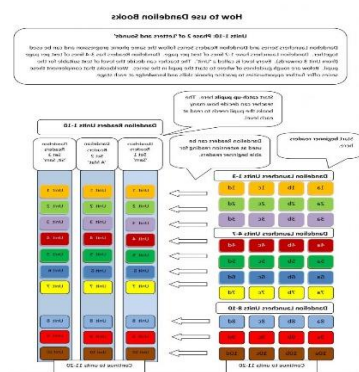
To help children to prepare for the Year 1 phonic screen and to support teachers in identifying gaps and additional support needed, mock phonic screens are carried out. These take place in the Summer term in Reception, every term in Year 1 and every term in Year 2 for children working below ARE in reading.

Children are taught phonics in a mixed ability class by their class teacher. If a child has been identified as needing additional support, then it might consist of:

- Additional teaching in small groups.
- One to one work with a skilled TA.
- A group of children at the same level in reading so that teaching can focus closely on their needs.
- Support for a child or a small group within a lesson.
- Daily one to one reading aloud to an adult

Additional support resources

Dandelion readers are a phonic reading series. These books are highly decodable texts that children can read by sounding out and blending and each unit corresponds to a phase.



Coventry NHS Speech and Language screen

If a child is struggling to produce speech sounds, then a speech sound production screen is administered.

No Nonsense Phonics



This is a program that is used for targeted support and interventions. It provides a comprehensive step by step method of teaching reading and spelling.

Fast Track Phonics

This is a daily session that supports children that need additional teaching.