

# Phonics Teaching and Learning at Woodcroft Primary School



**September 2019**

## OVERVIEW

At Woodcroft, we follow the DfE 'Letters and Sounds' programme in order to teach children to read and spell; with fluent word recognition being the ultimate goal. Broadly, children learn GPCs (grapheme-phoneme correspondence) and are taught how to blend and segment the phonemes.

The Letters and Sounds scheme of work is taught through six phases:

PHASE	MILESTONES	PHONIC KNOWLEDGE AND SKILLS
<b>Phase One</b>	<b>Year Group:</b> Pre-school/Year R  <b>Length:</b> Throughout Early Years	Activities are divided into 7 aspects including environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and oral blending and segmenting.
<b>Phase Two</b>	<b>Year Group:</b> R  <b>Length:</b> 6 weeks in Autumn Term	<ul style="list-style-type: none"> <li>➤ 19 letters of the alphabet and 1 sound (phoneme) for each: <b>s,a,t,p,i,n,m,d,g,o,c,k,e,u,r,h,b,f,l</b></li> <li>➤ 4 phonemes made up of 2 letters (digraph): <b>-ck, -ff, -ll, -ss</b></li> <li>➤ Blending to read VC, CVC words</li> <li>➤ Segmenting to spell VC, CVC words</li> <li>➤ Reading high frequency and tricky words e.g. <b>the to, go, no</b></li> <li>➤ Reading simple captions</li> <li>➤</li> </ul>
<b>Phase Three</b>	<b>Year Group:</b> R  <b>Length:</b> 12 weeks – Autumn and Spring terms	<ul style="list-style-type: none"> <li>➤ Remaining 7 letters of the alphabet and one phoneme for each: <b>j,v,w,x,y,z,q(qu)</b></li> <li>➤ 14 two-letter graphemes: <b>ch,sh,th,ng,ai,ee,oa,oo,ar,or,ur,ow,oi,er</b></li> <li>➤ 4 graphemes comprising of 3 letters (trigraph): <b>igh,ear,air,ure</b></li> <li>➤ Reading and spelling CVC words and simple 2 syllable words</li> <li>➤ Reading and spelling high frequency and tricky words</li> <li>➤ Reading and writing simple captions and sentences</li> <li>➤</li> </ul>
<b>Phase Four</b>	<b>Year Group:</b> R  <b>Length:</b> 6 weeks - Summer term	<ul style="list-style-type: none"> <li>➤ Consolidating knowledge of 42 phonemes learnt so far and representing each with a grapheme</li> <li>➤ Reading and spelling words containing adjacent consonants (CVCC words)</li> <li>➤</li> </ul>
<b>Phase Five</b>	<b>Year Group:</b> 1  <b>Length:</b> Throughout Year 1	<ul style="list-style-type: none"> <li>➤ 13 new graphemes: <b>ay,ou,ie,ea,oy,ir,ue,aw,wh,ph,ew,oe,au</b></li> <li>➤ 5 split vowel digraphs: <b>a-e, e-e, i-e, o-e, u-e</b></li> <li>➤ Alternative pronunciations for graphemes already learnt e.g. 'ow' as in <b>cow/snow</b></li> <li>➤ Practising reading and spelling two and three-syllable words</li> <li>➤ Teaching alternative spellings for phonemes</li> <li>➤ Reading and spelling high frequency and tricky words</li> <li>➤ Reading and writing sentences</li> <li>➤</li> </ul>
<b>Phase Six</b>	<b>Year Group:</b> 2  <b>Length:</b> Year 2 (and beyond)	As a school we have adopted the ' <i>No Nonsense Spelling</i> ' programme to teach spelling rules and patterns. This includes prefixes, suffixes, doubling and dropping letters.

## **PHONICS BEYOND KEY STAGE 1**

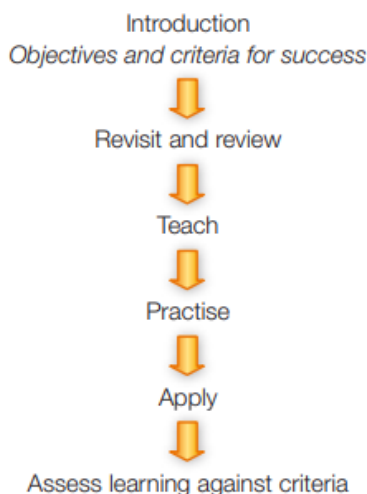
If pupils in KS2 are falling behind with reading or those who did not pass the statutory re-test in Year 2, they will receive additional support from our trained LSAs in the form of an intervention/booster sessions. This is to ensure they 'catch up' and reduces the risk of them falling further behind with reading. Adults across the school receive phonics training in order to support all pupils effectively.

## **STRUCTURE**

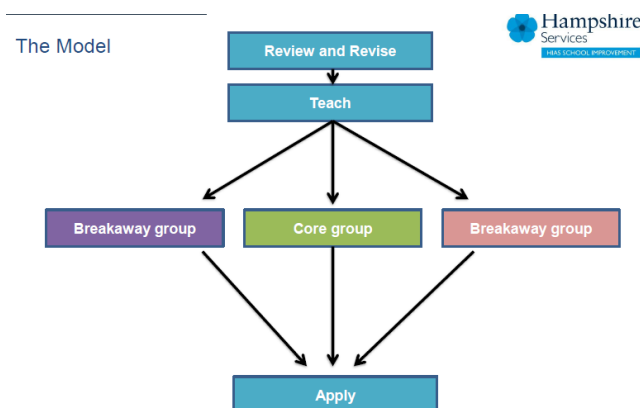
Phonics is taught daily from the beginning of Year R to the end of Year 2. For those children who need it, phonics is also taught in Year 3 and beyond as an intervention. Phonics lessons also allow for opportunities to develop speaking and listening skills, as well as reading and writing.

The suggested structure of phonics lessons is as follows:

### **Sequence of teaching in a discrete phonics session**



Whole class teaching is the ideal, however, there may be a requirement to differentiate according to need and provide additional support or challenge for certain individuals. This can be achieved by using the suggested structure (recommended by HIAS):



## **VOCABULARY**

Staff are expected to use accurate terminology with the children.

Phoneme	Smallest unit of sound in a word
Digraph	2 letters which make one phoneme e.g. ai, er, sh
Split Vowel Digraph	A vowel digraph that has been split by a consonant e.g. <b>home</b>
Trigraph	3 letters that make one phoneme e.g. igh, air
Grapheme	Written representation of a phoneme
VC word	Vowel-Consonant e.g. it, if, at, up
CVC word	Consonant-Vowel-Consonant e.g. can, pin, bed
CVCC word	Consonant-Vowel-Consonant-Consonant e.g. nest, jump,
Blending	Merging sounds together in order to read
Segmenting	Separating sounds into each sound in order to spell

## **PHONICS SCREENING CHECK**

Annually in June, all children in Year 1 undertake a statutory National Phonics Screening Check. This check consists of 40 words (20 real words and 20 pseudo/nonsense words) which all children will be asked to read. The focus of this check is to see if pupils can decode a range of words which include graphemes they have learnt throughout Year 1.

**In June 2019, 83% of Woodcroft pupils achieved the pass mark of 32 and above. This is in line with the national average.**

We also hold phonics workshops for parents/carers as well as an after school phonics club to support phonics development and to enable parents to support children at home successfully.