



## Hartsbourne Primary School Phonics Teaching at Hartsbourne

### WHAT IS PHONICS?

Phonics consists of the knowledge if the skills of segmenting and blending, knowledge of the alphabetic code and an under standing of the principles of underpinning the way the code is used in reading and spelling.

#### Phonemes

- A phoneme is the smallest unit of sound in a word that can change it's meaning.
- It is generally accepted that most varieties of spoken English use about 44 phonemes.
- In alphabetic writing systems (such as English) phonemes are represented by graphemes.

#### Graphemes

- A grapheme is a symbol of a phoneme, that is, a letter or group of letters representing a sound.
- There is always the same number of graphemes in a word as phonemes.
- The alphabet contains only 26 letters, but we use it to make all the graphemes that represent the phonemes of English.

#### Grapheme-phoneme and phoneme-grapheme correspondence

- We convert graphemes to phonemes when we are reading aloud (decoding written words).
- We convert phonemes to graphemes when we are spelling (encoding words for writing).
- To do this, children need to learn which graphemes correspond to which phoneme and vice versa.
- In order to read an unfamiliar word, a child must recognise (sound out) each grapheme, not each letter (e.g. sounding out ship as sh/i/p, not s/h/i/p) and blend the phonemes together to make a word.

#### Segmenting and blending

- Segmenting and blending are reversible key phonic skills; they are both important.
- Segmenting consists of breaking words down into their constituent phonemes to spell.
- Blending occurs when words are built from their constituent phonemes to read; it has been recognised that blending skills receive too little attention in the teaching of phonics. It is essential that children are secure in their blending skills.

#### **Parts of a word**

##### Consonants

Letters:                    b c d f g h j k l m n p q r s t v w x y z

##### Vowel

Letters:                    a e i o u

##### CVC

Words made up from a consonant, vowel and consonant, e.g. c-a-t, d-o-g, p-i-n.

##### CCVC

Words made up from consonant, consonant, vowel and consonant, e.g. ship, chat, then.

##### CVCC

Words made up from consonant, vowel, consonant and consonant, e.g. much, rash.



### Short vowel sounds

When the vowel in a word is saying it's sound, e.g. ham, cut, big.

### Long vowel sounds

When the vowel in a word is saying it's name, e.g. cake, mike.

### Digraphs and trigraphs

A digraph is a two letter grapheme where two letters represent one sound, e.g. 'ee', 'oa', 'sh'. A trigraph is a three letter grapheme where three letters represent one sound, e.g. 'igh', 'ear'. A split digraph has a letter that comes between the two letters in a digraph, e.g. take, where the 'k' splits the digraph.

(Adapted from Parkside SLD Base resources)

## **SEQUENCE OF TEACHING**

### Delivery of phonics

At Hartsbourne, we follow the 'Letters and Sounds: principles and practice of high quality phonics'. This document sets out the order in which graphemes and phonemes should be learnt, the 'tricky words' and high frequency words, under six distinct phases.

Phonics should be taught on a daily basis and sessions should last no more than 20minutes. Letters and Sounds sets out a specific planning format that should be adopted when planning for the teaching of phonics. This includes four elements: revise, teach, practise and apply.

In line with Letters and Sounds, this booklet gives an outline of what skills and sounds should be taught in each year group, and how learning should be assessed. However, it should be appreciated that children may have skills and knowledge that is above or below the expected levels and teachers should adapt their teaching appropriately.

### Resources

Throughout this booklet, a number of resources are suggested, including a planning format, assessment sheets, and assessment tracker sheet. Other resources include a list of 'Jolly Phonics' actions that might be used to support kinaesthetic learners. A 'further resources' list at the end of this document provide a list of documents, books and websites that can be used to support both planning and teaching daily phonics lessons.

### **Phonics in reception**

Timeline of key actions in phonics for reception:

#### **Autumn Term 1**

- Review assessment information received from nursery/preschool setting. If possible, discuss with relevant practitioners.
- Undertake informal assessment of child's current phonological awareness (Phase 1 skills).
- Begin daily phonics session, using chosen phonics programme (Phase 2 Letters and Sounds).
- Provide opportunities for children to apply phonic knowledge within child-initiated learning.
- End of half-term assessments and complete phonics tracker sheet.

#### **Autumn Term 2**

- Continue teaching of Phase 2 in daily 20min sessions.
- End of half-term assessments and complete phonics tracker sheet.
- Identify children for Spring Term intervention group with teaching assistant.



### **Spring Term 1**

- Begin teaching of Phase 3 in daily 20min sessions.
- Ensure opportunities for application of phonics skills embedded in CIL opportunities.
- End of half-term assessments and complete phonics tracker sheet.
- Review intervention group children.

### **Spring Term 2**

- Continue teaching of Phase 3 in daily 20min sessions.
- End of half-term assessments and complete phonics tracker sheet.
- Review intervention group children.

### **Summer Term 1**

- Depending upon the cohort, either revise Phase 3 and consolidate previous learning, or begin teaching of Phase 4.
- Ensure opportunities for application of phonics skills continues in CIL opportunities.
- End of half-term assessments and complete phonics tracker sheet.
- Review intervention group children.

### **Summer Term 2**

- Depending upon the cohort, either revise Phase 3 and consolidate previous learning, or begin/continue teaching of Phase 4.
- End of half-term assessments and update phonics tracker sheet.
- Discuss actions and further support for those children not making expected progress (secure in phase 3 or above).
- Meet with year 1 teacher and, if necessary/possible, identify an intervention group for the beginning of the new academic year.

## **Phonics in Year 1**

Timeline of key actions in phonics for Year 1:

### **Autumn Term 1**

- Review reception phonic assessments; carry out own assessments where felt necessary.
- If necessary, carry out a brief recap of Phase 2 sounds; if only a small group of children need this, this could be done with a teaching assistant.
- Dependent upon level of children, begin recap of Phase 3 in daily 20min sessions.
- End of half-term assessments and complete phonics tracker sheet.

### **Autumn Term 2**

- Either, continue recap of Phase 3 sounds, or move on to teaching of Phase 4.
- End of half-term assessments and complete phonics tracker sheet.
- If necessary/possible, identify children who may need spring term intervention group with teaching assistant.

### **Spring Term 1**

- Continue teaching of Phase 4 in daily 20min sessions.
- End of half-term assessments and complete phonics tracker sheet.
- If there is a group, review children receiving intervention.

### **Spring Term 2**

- Where necessary, review Phase 4 in daily 20min sessions.
- End of half-term assessments and complete phonics tracker sheet.



### **Summer Term 1**

- Begin teaching of Phase 5 in daily 20min sessions.
- End of half-term assessments and complete phonics tracker sheet.

### **Summer Term 2**

- Continue teaching of Phase 5 in daily 20min sessions.
- End of half-term assessments and update phonics tracker sheet.
- Discuss actions and further support for those children not making expected progress (secure in phase 3 or above).
- Meet with year 2 teacher and, if necessary/possible, identify an intervention group for the beginning of the new academic year.

### **Phonics in Year 2**

Timeline of key actions in phonics for Year 2:

#### **Autumn Term**

- Review Year 1 phonic assessments; carry out own assessments where felt necessary.
- Carry out a recap of Phase 5 in daily 20min sessions.
- End of half-term assessments and complete phonics tracker sheet.

#### **Spring Term**

- Begin teaching of Phase 6 in daily 20min sessions; intervention may continue for those at a lower phase.
- End of half-term assessments and complete phonics tracker sheet.

#### **Summer Term**

- Continue teaching of Phase 6 in daily 20min sessions, focusing specifically on the application of phonic knowledge to reading and writing.
- End of half-term assessments and update phonics tracker sheet.
- Discuss actions and further support for those children not making expected progress.
- Meet with Year 3 teacher and if necessary, identify an intervention group for the beginning of the new academic year.



## Primary National Strategy 'Letters and Sounds' Overview

| Progression | Intended Year Group                | Phonological Awareness   |   |
|-------------|------------------------------------|--|---|
| Phase 1     | Foundation (Nursery)               | <ul style="list-style-type: none"> <li>• General sound discrimination.</li> <li>• Rhyme</li> <li>• Oral blending</li> <li>• Oral segmenting</li> </ul>   |   |
|             |                                    | Phonic Content   | Tricky Words  |
| Phase 2     | Foundation (Reception)<br>6 weeks  | <ul style="list-style-type: none"> <li>• 19 phonemes;<br/>set 1: s a t p<br/>set 2: i n m d<br/>set 3: g o c k<br/>set 4: ck e u r<br/>set 5: h b f/ff l/l ss</li> <li>• VC words</li> <li>• CVC words</li> <li>• Continue oral blending and segmenting</li> <li>• 2 syllable words</li> </ul> | <u>Read</u><br>The<br>To<br>I<br>No<br>Go<br>Into   |
| Phase 3     | Foundation (Reception)<br>12 weeks | set 6: j v w x<br>set 7: y z/zz qu<br>(i) ch sh th ng<br>(ii) ai ee igh oa oo<br>(iii) ar or ur oi ear<br>air ure ow<br><ul style="list-style-type: none"> <li>• CVC complex</li> <li>• Letter names</li> <li>• 2 syllable words</li> </ul>  | <u>Read</u><br>he, she, we, me, be, was, my, you, her, they, all, are<br><br><u>Spell:</u><br>the, to, I, no, go, into  |
| Phase 4     | Foundation (Reception)<br>6 weeks  | <ul style="list-style-type: none"> <li>• adjacent consonants</li> <li>• 2/3 syllable words</li> </ul>  | <u>Read:</u><br>some, one, said, come, do, so, were, when, have, there, out, like, little, what<br><u>Spell:</u><br>he, she, we, me, be, was, my, you, her, they, all, are              |
| Phase 5     | Year 1                             | <ul style="list-style-type: none"> <li>• wh ph</li> <li>• split digraph 'e'</li> <li>• ay ea ie oe ew<br/>au aw ou oy ir ey</li> <li>• alternative spellings of phonemes</li> <li>• read and spell fully decidable high frequency words on 100 list</li> </ul>                                 | <u>Read:</u><br>oh, their, people, Mr., Mrs., looked, called, asked, could<br><br>(The pupil should be able to read irregular high frequency words on 100 list and spell most of these) |
| Phase 6     | Year 2                             | <ul style="list-style-type: none"> <li>• apply phonics skills</li> <li>• past tense</li> <li>• suffixes</li> <li>• longer words</li> <li>• spelling rules</li> </ul>   | Read and spell irregular high frequency words on further 200 list, as needed  |



## Assessment

The following pages of this booklet provide a series of assessment sheets that can be used to assess the phonic phase of each child. To be secure in a phase, children should get between 80% and 90% of the assessment tasks correct. These should be kept in assessment files and handed up to the next class teacher.

### Autumn Term

- In the first three weeks of the term, class teachers to individually assess each child using the assessment sheets in this booklet. Use previous year's phonic tracker sheet as guidance on where to start.
- This should be done instead of hearing individual readers; children should have books changed.
- At end of three weeks, the phase at which teaching should begin for the whole class is decided and if necessary an intervention group is identified.
- In the following three weeks, teachers should benchmark the reading of every child in their class.

Phonic assessments should continue throughout the year, informing the phonics tracker sheet completed at the end of each half-term.

Benchmarking should be undertaken when it is felt necessary.

## Further Resources

### Documents

Letters and Sounds: principles and practice of high quality phonics  
<http://nationalstrategies.standards.dcsf.gov.uk/node/84969>

### Interactive Games Websites

[www.letters-and-sounds.com](http://www.letters-and-sounds.com)

[www.ictgames.com](http://www.ictgames.com)

[www.phonicsplay.com](http://www.phonicsplay.com) (some free; £10 to subscribe for year)