

# Phonics

## Rationale for using Letters and Sounds in Nursery:

Phase One falls largely within the Communication, Language and Literacy area of learning in the Early Years Foundation Stage. In particular, it supports linking sounds and letters in the order in which they occur in words, and naming and sounding the letters of the alphabet. It also draws on and promotes other areas of learning described in the Early Years Foundation Stage (EYFS). Phase One contributes to the provision for Communication, Language and Literacy. It aims to build children's speaking and listening skills in their own right as well as to prepare children for learning to read by developing their phonic knowledge and skills. As the large majority of our children are EAL learners, it introduces them to listening to and speaking in English.

### Nursery Letters and sounds: Phase 1

#### Early phonemic awareness

Teachers and Nursery nurses trained to deliver daily differentiated sessions to develop early phonemic awareness and begin grapheme phoneme correspondence with the first set of letters. Children are assessed every half term and targeted groups of children who are below expected levels receive 1:1 support. There are additional Box Clever groups that are delivered for children who are making slow progress due to their speech and language.

Parent workshops on Early phonemic awareness

### Rationale for using letters and sounds and songs from Jolly Phonics in Reception

Phase 2: The purpose of this phase is to teach at least 19 letters, and move children on from oral blending and segmentation to blending and segmenting with letters. By the end of the phase many children should be able to read some VC and CVC words and to spell them. During the phase they will be introduced to reading two-syllable words and simple captions. They will also learn to read some high-frequency 'core' words. Children learn sounds and the letter, or group of letters, they need to present them in phases of phonics lessons. The Jolly Phonics songs are enjoyable and support children who are at risk of making slower progress or those who are new to English to recall the sounds learnt. Speaking and Listening is embedded into the curriculum

### Reception

Jolly Phonics and letters and sounds  
Core word lists from National curriculum implemented in the curriculum



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Autumn Term: Children are assessed on entry and split into differentiated phonics groups.

Groups where they are taught daily. Children are assessed every half term and planning is adjusted to meet the needs of the children.

Core books are carefully selected to develop phonics skills and speaking and listening is embedded into the curriculum which supports reading.

Throughout the year children have 1:1 guided reading sessions with the teacher. Education assistants and teachers ensure that all children are listened to during the week.

Spring and Summer Term:

Children are split into five groups.

Parent workshops on phonics and the central role of phonics as a strategy to learn reading. Additional intervention groups are implemented for children who require further support.

## Rationale for teaching phonics using Letters and sounds and resources from RWI

Throughout the programme, children learn the English alphabetic code: the 150+ graphemes that represent 44 speech sounds. They rapidly learn sounds and the letter, or groups of letters, they need to represent them in 4 phases. We use RWI S<sup>PEED</sup> Sound lesson cards so that children learn simple mnemonics quickly. This also supports those who are new to English as well as those who are at risk of making slower progress. This learning is taught and consolidated every day. High frequency words that are not phonetically regular are taught as 'core words' and practised frequently.

### Year 1

#### **Letters and Sounds: Phases 2/3/4/5**

#### **Core word lists from National curriculum implemented in the curriculum**

Planning uses the Letters and Sounds document for those daily sessions of phonics where sounds and graphemes are constantly and consistently repeated and reinforced.

Investment in a specialist teacher who tracks children's progress, monitors delivery of phonics sessions, to deliver intervention for children requiring additional support. There is regular dialogue between the specialist teacher and Leadership to ensure quality of teaching and learning. Investment in quality resources: carefully selected books that are targeted for each phase of letters and sounds. Timetabling of the curriculum utilises the Creative Curriculum so that speaking and listening are central to the development of reading and spelling. Phonics is embedded in all aspects of the curriculum. 1:1 reading support is given to children who are making slow progress. Constant monitoring is the key to successful interventions.



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Autumn Term: Children are assessed on entry and split into three groups according to levels. Children assessed every half term to ensure effective tracking of children.

Spring/Summer Term: Children are split into 5 differentiated groups in which phonics is taught according to the ability of the child.

Children work in pairs to listen to each other read and hence support peer reading. Regular half termly assessments ensure targeted children receive two sessions of phonics, one from class teacher and one from specialist teacher.

Summer Term: continued assessment of children using past phonics screening papers and further evaluations of children inform planning for intervention groups and individual children. Daily differentiated guided reading groups further support reading and comprehension.

Parent workshops on phonics and what the phonics screening entails. Engagement of parents via meetings with key children who are identified as making slow progress and requiring intervention. Materials are also sent home to support reading. For example levelled reading books, phonics workbooks.

## Year 2

### Letters and Sounds: Phase 4/5/6

#### Core word lists from National curriculum implemented in the curriculum

Planning uses the Letters and Sounds document so that daily sessions of phonics are taught where sounds and graphemes are constantly and consistently repeated and reinforced.

Investment in quality resources: carefully selected books that are targeted for each phase of letters and sounds. Timetabling of the curriculum utilises the Creative Curriculum so that speaking and listening are central to the development of reading and spelling. Phonics is embedded in all aspects of the curriculum. 1:1 reading support is given to children who are struggling.

Autumn Term: Children are assessed on entry and split into three groups according to levels. Children assessed every half term to ensure effective tracking of children.

Regular half termly assessments ensure targeted children receive two sessions of phonics, one from class teacher and one from specialist HLTA. Children who did not

# Phonics

## Year 1 children who do not pass the phonics screening

- Children who do not pass the phonics screening check in Year 1 are given extra support in the Summer Term of Year 1 and throughout Year 2.
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- They have daily sessions of agile phonics teaching, with the aim that they are proficient in their phonics knowledge and are able to confidently and independently apply these skills as soon as possible.
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- These children then retake their phonics screening check in the month of June in Year 2.

## Mid - Phase Children - Rec - Year 6

### Letters and Sounds: Phases 2/3/4/5

#### **Core word lists from National curriculum implemented in the curriculum**

- Children who join St.Stephen's at different points of the year are assessed on their phonics knowledge within the first few weeks of joining our school.
- Children are assessed against Letters and Sounds - Phonics Assessment Sheet
- If they are not confident in using and applying their phonics skills, they are put into daily intervention groups. These interventions are run by either our phonics lead, a class teacher, our SEN teacher or support staff member.
- These children are assessed regularly and tracked to ensure accelerated progress is being made, so that they can access their year groups curriculum as soon as possible.



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## HNF children

- Each individual child will have a phonics pack, including all the sounds, graphemes, word cards and levelled books which will help with their learning.
- They will make progress, through the programme at their own pace and ability.
- In addition, pupils will have high quality phonics intervention sessions by an SEN teacher.

## Phonics in KS2

Any child who failed to pass their phonics in Key Stage 1 is closely monitored throughout the rest of their school career at St. Stephen's to ensure that they are given the necessary support to flourish. This support could include further phonic intervention or exploring the use of other reading techniques to develop their reading skills.

The St. Stephen's belief that 'every child can' ensures that no child is left behind.

# Phonics

Nursery		
Letters and Sounds: Phase 1		
Autumn 1	Spring	Summer
<p>Aspects 1: General sound discrimination-environmental sounds</p> <p>Aspect 2: General sound discrimination-instrumental sounds</p> <p>Aspect 3: General sound discrimination-body percussion sounds</p>	<p>Aspect 4: Rhythm and rhyme</p> <p>Aspect 5: Alliteration</p>	<p>Aspect 6: Voice sounds</p> <p>Aspect 7: Oral blending and segmenting</p> <p>To consistently use stories, songs and rhymes that use the first set of sounds in Jolly Phonics.</p> <p>High ability children: Phase 2 Set 1 (s,a,t,p,i,n)</p>

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Reception		
Jolly Phonics, supported by Letters and Sounds		
Autumn 1	Spring	Summer
Scheme: Jolly Phonics Letters and sounds scheme Phase 2 and 3	Scheme: Jolly Phonics	Letters and Sounds Read RRI colour coded books: Red/Green
Revise Phase 1 ,oral blending and segmenting. <b>Phase 2</b> Set 1: s,a,,t,p,i,n, 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 <b>Phase 3</b> Set 6:j,v,w,x Set 7: y,z,zz,qu <u>Phase 3 graphemes:set 8</u> ch,sh,th,ng <u>Phase 3 vowel graphemes: set 9</u> ai,ee,igh,oa,oo,oo,ar,or,ur,ow,oi,	Revise Jolly phonics, Phase 2/3 (set 1-7) <b>Phase 2</b> Set 1: s,a,,t,p,i,n, 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 <b>Phase 3</b> Set 6:j,v,w,x Set 7: y,z,zz,qu <u>Phase 3 graphemes: set 8:</u> ch,sh,th,ng <u>Phase 3 vowel graphemes set 9::</u> ai,ee,igh,oa,oo,oo,ar,or,ur,ow,oi, <u>Set 10:</u> ear, air, ure,er	Revise Phase 2/3 set <b>Phase 2</b> Set 1: s,a,,t,p,i,n, 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 <b>Phase 3</b> Set 6:j,v,w,x Set 7: y,z,zz,qu <u>Phase 3 graphemes-set 8:</u> ch,sh,th,ng <u>Phase 3 vowel graphemes set 9:</u>  ai,ee,igh,oa,oo,oo,ar,or,ur,ow,oi, <u>Set 10:</u> ear, air, ure,er



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Text: cvc words Tricky words, cvc words Short phrase e.g. The dog on a log	Text: cvc, cvcc, ccvcc words short phrase short sentence	Text: Captions Captions, sentences, instructions
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Year 1		
Letters and Sounds		
Autumn 1	Spring	Summer
Scheme: Letters and Sounds RML-reading books: Red/Green/Purple	Scheme: Letters and sounds RML-reading books(Pink/Orange/Yellow/ Blue)	Scheme: Letters and Sounds RML-reading books (Yellow/Blue/Grey)
Revise Phase 2 and 3 <b>Phase 2</b> Set 1: s,a,,t,p,i,n, 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 <b>Phase 3</b> Set 6:j,v,w,x Set 7: y,z,zz,qu <u>Phase 3 graphemes-set 8:</u> ch,sh,th,ng <u>Phase 3 vowel graphemes set 9:</u> ai,ee,igh,oa,oo,oo,ar,or,ur,ow,oi, <u>Set 10:</u> ear, air, ure,er	Revise phase 2 and 3 and speed read words <b>Phase 4:</b> cvcc words ccv and ccvc words ccvcc, ccvc and ccvcc words	Revise Phase 2, 3, 4 <b>Phase 5</b> Set 11:ay, ou,oy,wh,a-e Set 12: oy,ir,ue,aw Set 13: wh,ph,ew,oe,au Set 14: a-e,e-e,i-e,o-e,u-e <u>Alternative pronunciations of:</u> a, e, i, o, u, ow, ie, ea, er, ou, y, ch, c, g, ey

# Phonics

Reading sessions: Reading phonetic books.

Teacher judgment used to select books at an appropriate challenge level for their streamed phonics groups.

Year 2		
Letters and Sounds		
Autumn 1	Spring	Summer
Scheme: Letters and Sounds	Scheme: Letters and Sounds	Scheme: Letters and Sounds
Revise Phase 2,3,4 and 5	Revise phase 5	Revise Phase 6
<b>Phase 5</b> Alternative pronunciations of: a, e, i, o, u, ow, ie, ea, er, ou, y, ch, c, g, ey <b>Phase 6</b> Practise the suffixes - s and -es	<b>Phase 6</b> Practise Add suffixes ing, -ed, , -s, -er, -est, -y, -en	<b>Phase 6</b> Practise adding suffixes -ing, -ed, -ful, -ly, -est