

The Teaching of Phonics at Kingsway

Systematic Phonics is the regular teaching of phonics.

At Kingsway in Reception, Year 1 and Year 2 discrete phonics lessons are taught every morning. (Identified children in KS2 receive daily input/support)The children are grouped according to the phase they are working at.

Synthetic phonics

Our children are taught to blend individual sounds in a word together.

To recognise the sounds and names of individual letters.

To segment.

To decode effectively

They are taught how to read and spell tricky words that cannot be sounded out e.g. 'said' and 'they'

To understand technical language such as digraph, phoneme, grapheme

To understand that there are alternative pronunciations of sounds as well as alternative spellings of sounds.

To understand words within context.

In KS1 the lesson plan/format is:

- REVISE
- REVIST
- TEACH
- PRACTICE
- APPLY

Children's progress is discussed during planning time and key stage meetings.

Planning is annotated to highlight progress, future planning and differentiation.

Children move groups as and when appropriate.

Weekly spellings are set in Phonics groups and link to the sound/suffix/prefix the children are learning that week. They are sent home on a Friday and assessed on a Thursday.

Children learn:

- Mnemonics
- Songs/rhymes
- Explore the sound using the senses
- Revise rules for applying the vowel sound (e.g. ai in the middle, ay at the end)
- Write sentences/story where they are required to apply their phonic rules/correct mis-spelt words.

In Year 2 any children identified as a 1a receive additional phonics work twice a week with a TA – to revise middle vowel sounds and the rules of applying them.

The alphabetic code

Beginner readers should be taught four things:

- grapheme–phoneme correspondences (that is, the alphabetic code) in a clearly defined, incremental sequence
- to synthesise (blend) phonemes (sounds) in order all through a word to read it
- to segment words into their constituent phonemes for spelling
- that blending and segmenting are reversible processes.

Year 3

Children continue phonics in Year 3 to aid transition into Key Stage 2. They revise and recap phase 5 sounds and follow phase 6 Letters and Sounds.

Rapid Phonics

Rapid Phonics is used with identified children and delivered daily by a TA.

Resources

Interactive and multi-sensory

Phonics resource trolleys in reception and Year1/Year 2

Used match funding to supplement own resources.

Letters and sounds: overview of phonic knowledge and skills

Phase One	Phase One paves the way for the systematic teaching of phonic work to begin in Phase Two. In this phase activities are included to develop oral blending and segmenting of the sounds of the spoken words. These activities are very largely adult-led. However, they must be embedded within a language-rich educational programme that takes full account of children's freely chosen activities and ability to learn through play. Phase One activities are designed to underpin and run alongside activities in other phases.		
Phases Two to Six	Knowledge of grapheme-phoneme correspondences (GPCs)	Skills of blending and segmenting with letters	High-frequency words containing GPCs not yet taught
Phase Two up to 6 weeks	19 letters of the alphabet and one sound for each.	Starting with a small set of GPCs and then increasing the number: Blend separate sounds together into whole words (for reading) Segment whole words into separate sounds (for spelling) (e.g. <i>in, up, cat, sit, run, and, hops, bell</i>). Optional: Simple words of two syllables using taught GPCs (e.g. <i>sunset, laptop, picnic, robin, camel</i>). Blending to read simple captions.	<i>the, to, no, go, I</i>
	7 more letters of the alphabet. Graphemes to cover most of the phonemes not covered by single letters.	Blend and segment sounds represented by single letters and graphemes of more than one letter, including longer words (e.g. <i>chip, moon, night, thunder</i> – choice of word will	<i>he, she, we, me, be, was, my, you, her, they, all, are.</i> Emphasise parts of words containing known correspondences.

<p>Phase Three up to 12 weeks</p>		<p>depend on which GPCs have been taught).</p> <p>Blend to read simple captions, sentences and questions. #</p>	
<p>Phase Four 4 to 6 weeks</p>	<p>No new GPCs.</p>	<p>Blend and segment words with adjacent consonants (e.g. <i>went, frog, stand, jumps, shrink</i>).</p>	<p><i>said, so, have, little, some, come, were there, little, one, do, when, out. what.</i> Again, emphasise parts of words containing known correspondences.</p>
<p>Phase Five throughout Year 1</p>	<p>More graphemes for the 40+ phonemes taught in Phases Two and Three; more ways of pronouncing graphemes introduced in Phases Two and Three.</p>	<p>Blend and segment sounds represented by all GPCs taught so far.</p> <p>Try alternative pronunciations for graphemes if the first attempt sounds wrong (e.g. <i>cow</i> read as /coel/ sounds wrong; <i>break</i> read as /breek/ or /breck/ sounds wrong).</p>	<p><i>oh, their, people, Mr, Mrs, looked, called, asked, water, where, who, again, though, through, work, mouse, many, laughed, because, different, any, eyes, friends, once, please.</i></p>
<p>Phase Six throughout Year 2</p> <p>[Note that the teaching of spelling cannot be completed in Year 2. It needs to continue rigorously throughout primary schools and beyond if necessary.]</p>	<p>Word-specific spellings, i.e. when phonemes can be spelt in more than one way, children will learn which words take which spellings (e.g. <i>see/sea, bed/head/said, cloud/clown</i>).</p>	<p>Increasingly fluent sounding and blending of words encountered in reading for the first time. Spelling of words with prefixes and suffixes, doubling and dropping letters where necessary (e.g. <i>hop/hopping, hope/hoping, hope/hopeful, carry/carried, happy/happiness</i>).</p> <p>Increasingly accurate spelling of words containing unusual GPCs (e.g. <i>laugh, once, two, answer, could, there</i>).</p>	<p>As needed.</p>