

# Shield Row Primary School

## PHONICS

What to expect...

SYSTEMATIC—HIGH QUALITY TEACHING—  
CONSISTENCY—HIGH EXPECTATIONS OF ALL  
LEARNERS

Progression of Phonics at Shield Row

### NURSERY

**Phase 1:** 7 aspects—Environmental, instrumental, body sounds, alliteration, rhythm and rhyme, voice sounds and oral blending and segmenting

### RECEPTION

**Phase 2:** The children begin to learn phonemes.

There are 44 phonemes in all. Some phonemes are made with 2 or more letters, but in Phase 2, children focus on learning the most common single letter sounds.

By the end of Phase 2 children should be able to read some vowel-consonant (VC) and consonant-vowel consonant words (CVC) and be able to segment them to spell them.

**Phase 3:** Phase 3 introduces children to the remaining, more difficult and less commonly used phonemes. There are around 25 of these, mainly made up of 2 letters such as /ch/, /ai/ and /ee/.

Children will learn the names of the letters as well as their phonemes.

By the end of Phase 3, children should be able to say the phonemes made by all Phase 2 and 3 graphemes, blend and read CVC words made from these graphemes and read 12 new tricky words.

### END OF RECEPTION/YEAR 1

**Phase 4:** By now, children should be confident with each phoneme. In Phase 4, children will:

- \* Practise reading and spelling words with adjacent consonants (CVCC/CVCV words)
- \* Practise reading and spelling tricky words/common exception words

\* Practise reading and writing sentences

\* Learn to read an additional 14 tricky words  
Children should now be blending confidently to work out new words. They should be starting to be able to read words 'at a glance' rather than decoding and should be able to write every letter, mostly correctly.

### YEAR 1

**Phase 5:** During Phase 5, children learn new graphemes and alternative pronunciations for these. Children will become quicker at blending and will start to do it silently. Children will be introduced to split digraphs and will begin to choose the right graphemes when spelling. The children will also learn to read 9 new tricky words.

By the end of Year 1, children should be able to:

- \* Say the phoneme for any grapheme shown
  - \* Write the common graphemes for any given phoneme
- \* Use their phonics knowledge to read and spell unfamiliar words of up to 3 syllables
- \* Spell all tricky words from Reception and the Y1 CEW (including 'says' and 'friend')
- \* Ensure the children can read all the decodable words in the 100 high-frequency words and spell most of them
- \* Form letters correctly

### YEAR 2

**Phase 6:** Phase 6 phonics takes place throughout Year 2, with the aim of children becoming fluent readers and accurate spellers.

By Phase 6, children should be able to read hundreds of words using one of three strategies:

- \* Reading them automatically
- \* Decoding them quickly and silently
- \* Decoding them aloud

Children should now be spelling most words accurately, although this usually develops slower than reading.

### Why Phonics? What is Phonics?

The National Curriculum requires schools to teach reading using systematic phonics. Phonics is a way of teaching children how to read and write. It helps children hear, identify and use different sounds that distinguish one word from another in the English language. Written language can be compared to a code, so knowing the sounds of individual letters and how these letters sound when they're combined will help children decode words as they read. Understanding phonics will also help children know which letters to use when they are writing words.

Phonics involves matching the sounds of spoken English with individual letters or groups of letters. Teaching children to blend the sounds of letters together helps them decode unfamiliar or unknown words by sounding them out. Here at Shield Row Primary School, we teach synthetic phonics following 'Letters and Sounds'. This is where the teaching of reading in which phonemes (sounds) associated with particular graphemes (letters) are pronounced in isolation and blended together (synthesised). For example, children are taught to take a single-syllable word such as **cat** apart into its three letters, pronounce a phoneme for each letter in turn /k. æ t/, and blend the phonemes together to form a word.

### What does a Phonics lesson look like?

#### REVISIT AND REVIEW

Practise previously learned letters or graphemes or blending and segmentation as appropriate.

ASSESSMENT OPPORTUNITY: Note which children respond confidently when practising previously learned graphemes and/or blending and segmenting

#### APPLY

Read or write a caption or sentence using one or more tricky/high-frequency words and words containing the new graphemes/adjacent consonants.

ASSESSMENT OPPORTUNITY: Note how well children are able to apply independently what they have just been taught, as well as what they know and remember from previous sessions, as they read or write captions/sentences containing the new skills and knowledge

#### TEACH

Teach new graphemes; some tricky words; blending and segmenting of adjacent consonants.

ASSESSMENT OPPORTUNITY: Assess how well children respond to teaching of new graphemes or tricky words, and whether they make links with previous learning when appropriate

#### PRACTISE

Practise blending and reading words with a new θPC/adjacent consonants; segmenting and spelling words with a new θPC/adjacent consonants.

ASSESSMENT OPPORTUNITY: Note how well children engage in partner work and whether they demonstrate growing confidence in their use of the new grapheme. Note how successfully they practise blending and/or segmenting words with the new grapheme-phoneme correspondence

TALK

PACE

PRAISE

MOTIVATING

ASSESSMENT

ALL children can learn to read, regardless of their background, needs or abilities and we are determined to make this happen!

### What does our assessment look like?

Assessment of the children's phoneme, grapheme knowledge and word reading is key to ensuring that all children make rapid progress through the programme and that children keep up rather than 'catch up'.

#### Assessment:

- \* Ongoing during the phonics session and beyond
- \* ½ termly assessments using Phonics Tracker
- \* Year 1 Phonics Screening Check (practise checks will be completed with the children)

Using the assessment check points alongside daily in-class assessments ensures that adults know where every child is within their early reading journey, using the information collected to target those at risk of falling behind or children who need any additional support.

### What if children are at risk of falling behind?

It is our aim that all children keep up with our phonics programme due to high expectations and high standards of teaching. Through our assessments, children who need extra support are identified as soon as possible and are given extra practise.

The emphasis of this additional practise is:

- \* Consolidation
- \* Revision of θPCs
- \* Oral blending of spoken phonemes to pronounce words
- \* Reading words by segmenting and blending

The children will continue to develop these skills reading decodable books until they can blend phonemes to read new words.

### THE PHONICS SCREENING CHECK

At the end of Year 1, all children are given a Phonics Screening Check to ensure they have mastered the appropriate knowledge. This is only the first step. Speed is not a part of it and meeting the expected standard does not mean that the children are now readers. We use the check as a way to support the children moving forward into Year 2 where the focus will be on building up the children's stamina and developing the children's fluency using books the children are familiar with.

### KEY VOCABULARY

It is **essential** that the children are exposed to the same vocabulary when learning how to read. All adults use the correct terminology and vocabulary with the children: phoneme, grapheme, digraph, trigraph, consonant, vowel, split digraph, letter names, alphabet, segment, blend, sound button, sound bar, adjacent consonant, tricky word.