

## **Piddle Valley CE First School**

### **Phonics and Spelling Policy and Teaching Progression**

#### **Phonics:**

At Piddle Valley CE First School, Letters and Sounds is used to structure the teaching of Phonics from Pre-School to Year 2, supplemented with Read Write Inc teaching strategies and resources.

*The School is currently reviewing the impact of phonics teaching schemes as part of the School Improvement Plan. There is currently a period of transition in Pre-School/R/Year 1 teaching sequence whereby Pre-School are using the teaching sequence from Read Write Inc and Reception using the teaching sequence from Letters and Sounds. This is currently under review and development.*

#### **Letters and Sounds:**

Letters and Sounds is carefully structured in six phases to teach children the phonic knowledge (the alphabetic principle) and skills (blending and segmenting) they need in order to decode effortlessly and fluently. A daily teaching sequence supports the process of consolidating existing learning, acquiring new learning, and applying that learning to fully decodable texts of increasing length. The phonic phases build phonic knowledge incrementally from the simple to the more complex, and include the teaching of high frequency 'tricky' words that are not totally phonically regular. These are introduced in alignment with each phase according to their phonic components to build confidence and independence in reading and spelling. An indispensable component of each day's discrete session is the 'Apply' section of the teaching sequence, where the teacher demonstrates how new learning can be applied through reading and writing captions, instructions, questions and phoneme spotter stories. This ensures that children are consistently practising their developing phonic skills and knowledge at the point of learning. Experiencing early, rapid and sustained success helps children to see the relevance of phonics to reading and spelling, reinforcing each day that the purpose of phonics is to enable them to become independent readers and writers.

#### **Read, Write, Inc:**

Read Write Inc. Phonics is a synthetic phonics programme by Ruth Miskin. At Piddle Valley, children are taught the grapheme-phoneme correspondences in from the simple alphabetic code to phonemes with alternative graphemes. For each phoneme, children are taught to 'say it', 'read it', 'write it', using child friendly mnemonics and visual, auditory and kinaesthetic activities. Speed Sounds Cards with mnemonics are used to introduce the children to new GPCs and to review and revisit previously taught GPCs. Children learn to decode words by identifying the graphemes and blending the phonemes, through the word. Reception children learn the relationship between phonemes and graphemes, practise word blending with magnetic letters, moving onto reading the lively, decodable Ditty Books or Storybooks, matched to phonic ability as part of teaching reading.

Year 1+ children review and learn new grapheme-phoneme correspondences and apply their increased phonic knowledge to reading the Storybooks and doing writing Activities as part of Guided Reading sessions and follow-up activities.

Children learn to spell words by segmenting them into phonemes. They learn this is the opposite of blending. Children learn high frequency words from the earliest stages and how to use knowledge of grapheme-phoneme correspondences as a first approach to words which are not completely phonically regular.

### Teaching Progression:

#### EYFS FS 1: Pre- School

##### Letters and Sounds Phase 1:

Phase 1 falls largely within the Communication, Language and Literacy area of learning in the Early Years Foundation Stage. In particular, it will support 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), particularly Personal, Social and Emotional Development and Creative Development, where, for example, music plays a key part in developing children's language. Phase 1 contributes to the provision for Communication, Language and Literacy; it does not constitute the whole language provision. The activities in Phase 1 are mainly adult-led with the intention of teaching young children important basic elements of the Letters and Sounds programme such as oral segmenting and blending of familiar words. However, it is equally important to sustain and draw upon worthwhile, freely chosen activities that are provided for children in early years settings and Reception classes. The aim is to embed the Phase 1 adult-led activities in a language-rich provision that serves the best interests of the children by fully recognising their propensity for play and its importance in their development.

Pre-School staff provide daily speaking and listening activities that are well matched to children's developing abilities and interests, drawing upon observations and assessments to plan for progression and to identify children who need additional support, for example to discriminate and produce the sounds of speech. The **WellComm Early Years Toolkit** is used to quickly and easily identify children needing speech and language support, which can make a crucial difference to their confidence and attainment. This toolkit is also used to plan subsequent activities and intervention plans and continues to be used in Reception and Year 1 for children who continue to need speech and language support.

A rich and varied environment in Pre-School supports children's language learning through Phase 1 and beyond. Indoor and outdoor spaces are well planned so that they can be used flexibly by all of EYFS, including Reception. For each aspect in Phase 1, the Pre-School use [Letters and Sounds: Principles and Practice of High Quality Phonics Primary National Strategy](#) photographs and captions that illustrate the ways in which the learning environment can be designed to encourage children to explore and apply the knowledge and skills to which they have been introduced through the activities. Oral blending and segmenting the sounds in words are an integral part of the later stages of Phase 1. Whilst recognising alliteration (words that begin with the same sound) is important as children develop their ability to tune into speech sounds, the main objective is segmenting words into their component sounds, and especially blending the component sounds all through a word.

Exploring the sounds in words occurs as opportunities arise throughout the course of the day's activities, as well as in planned adult-led sessions with groups and individual children. Children's curiosity in letter shapes and written words is fostered throughout Phase 1 to help them make a smooth transition to Phase 2, when grapheme-phoneme

correspondences are introduced. There is no requirement that children should have mastered all the skills in Phase 1 (e.g. the ability to supply a rhyming word) before beginning Phase 2.

Phase 1 activities are arranged under the following seven aspects:

- Aspect 1: General sound discrimination – environmental sounds
- Aspect 2: General sound discrimination – instrumental sounds
- Aspect 3: General sound discrimination – body percussion
- Aspect 4: Rhythm and rhyme
- Aspect 5: Alliteration
- Aspect 6: Voice sounds
- Aspect 7: Oral blending and segmenting

While there is considerable overlap between these aspects, the overarching aim is for children to experience regular, planned opportunities to listen carefully and talk extensively about what they hear, see and do. The boundaries between each strand are flexible and not fixed: Pre-School staff plan to integrate the activities according to the developing abilities and interests of the children.

Each aspect is divided into three strands.

- Tuning into sounds (auditory discrimination)
- Listening and remembering sounds (auditory memory and sequencing)
- Talking about sounds (developing vocabulary and language comprehension).

Activities within the seven aspects are designed to help children:

1. listen attentively;
2. enlarge their vocabulary;
3. speak confidently to adults and other children;
4. discriminate phonemes;
5. reproduce audibly the phonemes they hear, in order, all through the word;
6. use sound-talk to segment words into phonemes.

The ways in which Pre-School staff interact and talk with children are critical to developing children's speaking and listening.

In the Summer term, and only when Phase 2 ready, (e.g. secure in Phase 1), children are taught the grapheme-phoneme correspondences in from the simple alphabetic code using the **Read Write Inc Set 1** teaching sequence. For each phoneme, children are taught to 'say it', and 'read it', using child friendly mnemonics and visual, auditory and kinaesthetic activities. Pre-School children are not taught to write the letters, other than those letters in their name. Speed Sounds Cards with mnemonics are used to introduce the children to new GPCs and to review and revisit previously taught GPCs.

The children are regularly assessed 1:1 and this information is part of transition data to Reception. The Reception teacher is aware of differences between Read Write Inc and Letters and Sounds and plugs Phase 2 gaps within the first half term's teaching.

## EYFS FS2: Reception

For those children that transition from our Pre-School to Reception, Pre-School assessments are used to inform Baseline along with the Reception teacher's initial assessments. A transition meeting between the Reception teacher and the Pre-School teacher with

responsibility for phonics occurs early on in the Autumn term.

Letters and Sounds Phase 1 activities continue to be provided for all and specifically for children that still require learning within Phase 1. Phase 1 activities continue alongside the direction teaching of Phase 2.

In the first half of the Autumn term, Phase 2 letters are reviewed and letter formation introduced for each phoneme. Children are taught to 'say it', 'read it' and 'write it' using child friendly mnemonics and visual, auditory and kinaesthetic activities. Speed Sounds Cards with mnemonics are used to introduce the children to new GPCs and to review and revisit previously taught GPCs.

In this early review stage, Phase 2 gaps are plugged and GPCs not taught through Read Write Inc (such as ll/ff/ss) are taught. Children are taught specific strategies and use 'Fred Frog Fingers', sound buttons (buttons and zips) magnetic letters/boards to blend and segment to make words and to write words using a 'quick write' white board approach and through follow-up kinaesthetic activities. Where there are no 'actions and captions' to go alongside the new GPCs taught, **Storytime Phonics** actions and captions are used.

Children are introduced to the terms; phoneme, grapheme, digraph, trigraph, split digraph, syllable, vowel, consonant, vowel digraph.

The purpose of Phase 2 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 either using magnetic letters or by writing the letters on paper or on whiteboards. During the phase they will be introduced to reading two-syllable words and simple captions. They will also learn to read some high-frequency 'tricky' words: the, to, go, no.

There are 100 common words that recur frequently in much of the written material young children read and that they need when they write. Most of these are decodable, by sounding and blending, assuming the grapheme-phoneme correspondences are known, but only 26 of the high-frequency words are decodable by the end of Phase 2. As part of the discrete phonics lesson, reading a group of these words each day, by applying grapheme-phoneme knowledge as it is acquired, helps the children recognise them quickly. However, in order to read simple captions it is necessary also to know some words that have unusual or untaught GPCs ('tricky' words) and these need to be learned.

Shared reading is used for the purpose of familiarising the children with print conventions (direction, one-to-one word correspondence, etc.) locate occasional VC and CVC words comprising the letters the children have learned, sound-talk and blend them. Matching captions to pictures is used as one teaching strategy.

After baseline is completed, children are taught Phase 2, Phase 3 and Phase 4 in Reception in the teaching sequence (given below) through discrete, daily phonics carpet sessions using the following teaching sequence:

Revisit and review



Teach



Practise



Apply

The purpose of Phase 3 is to teach another 25 graphemes, most of them comprising two letters (e.g. oa), so the children can represent each of about 42 phonemes by a grapheme (the additional phoneme /zh/ found in the word vision will be taught at Phase 5 in Year 1). Children also continue to practise CVC blending and segmentation in this phase and will apply their knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions. They will learn letter names during this phase, learn to read some more tricky words and also begin to learn to spell some of these words.

The purpose of Phase 4 is to consolidate children's knowledge of graphemes in reading and spelling words containing adjacent consonants and polysyllabic words.

Phase 2 letter progression (one set per week):

Set 1 : s a t p

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

Phase 3 letter progression (one set per week):

Set 6 : j v w x

Set 7 : y z, zz qu\*

Set 8: ch, sh, th, ng (+nk from Read, Write, Inc)

Set 9: ai, ee, igh, oa, oo

Set 10: ar, or, ur, er,

Set 11: ow, oi, ear, air, ure

Phase 4 letter progression (one set per week):

Set 12: bl, fl, gl, pl, cl

Set 13: sl, st, sm, sn, sp, sk

Set 14: br, cr, dr, fr, gr, pr, tr

Set 15: thr, spl, scr, str, spr

Set 16: ft, mp, nd, nt, nch

Set 17: lk, lp, lp, lf, pt

Set 18: tw, xt, tch

The aim for all Piddle Valley children is to be secure in Phase 3 and working within Phase 4 at the end of Reception. Progress is tracked through on-going assessment as part of discrete lessons as well as assessment during reading, Continuous Provision assessment through

Tapestry and 1:1 teacher assessment each half term.

## Year 1

At the start of Year 1 the Year 1 teacher uses the EYFS profile, book band information, 1:1 reading assessment and 1:1 phonics assessment to identify the children's phonics Baseline, plan phonics teaching and phonics intervention where required.

Phonics teaching follows the Reception teaching information (see Reception section above) and continues as a discrete 20 minutes daily 'carpet' session. Teaching starts from the Year 1 current baseline with a re-cap of Phase 3 in the first half of the Autumn term, moving into Phase 4 for the second half of the Autumn term. Phase 2 and 3 gaps are identified during assessment and 'plugged' through daily phonics sessions. Teaching blending for reading CVCC and CCVC words is a key aspect of Phase 4 as well as teaching segmenting for spelling/writing CVCC and CCVC words.

The teaching of reading and writing high-frequency words, common exception words and tricky words continues.

When children are writing, for example in role-play areas, their letter knowledge along with their ability to segment will allow them to make a good attempt at writing many of the words they wish to use. Even though some of their spellings may be inaccurate, the experience gives them further practice in segmentation and, even more importantly, gives them experience in composition and helps them see themselves as writers. Year 1 staff expect to see some of the tricky high-frequency words, such as the, to, go, no, he, she, we and me spelled correctly during Phase 4. Assessment Guidance in [Letters and Sounds: Principles and Practice of High Quality Phonics Primary National Strategy](#) continues to be followed by the Year 1 teacher.

The purpose of Phase 5 is for children to broaden their knowledge of graphemes and phonemes for use in reading and spelling. They will learn new graphemes and alternative pronunciations for these and graphemes they already know, where relevant. Some of the alternatives will already have been encountered in the high-frequency words that have been taught. Children become quicker at recognising graphemes of more than one letter in words and at blending the phonemes they represent. When spelling words they will learn to choose the appropriate graphemes to represent phonemes and begin to build word-specific knowledge of the spellings of words. In summary, Phase 5:

### Reading:

- ○ Teaching further graphemes for reading
- ○ Teaching alternative pronunciations for graphemes
- ○ Practising recognition of graphemes in reading words
- ○ Teaching and practising reading high-frequency (common) words
- ○ Practising reading two-syllable and three-syllable words
- ○ Practising reading sentences

### Spelling:

- ○ Teaching alternative spellings for phonemes
- ○ Learning to spell and practising high-frequency words
- ○ Practising spelling two-syllable and three-syllable words
- ○ Practising writing sentences

Phase 5 letter progression (one set per week):

Set 19: wh, ph, ay, oy

Set 20: ie, ea, oe, ue, ew

Set 21: aw, au, ou, ir

Set 22: a-e, e-e, i-e, o-e, u-e

Set 23: soft c and soft g

In addition known graphemes for reading: common alternative pronunciations will also be taught.

<b>i</b> fin, find	<b>ow</b> cow, blow	<b>y</b> yes, by, very
<b>o</b> hot, cold	<b>ie</b> tie, field	<b>ch</b> chin, school, chef
<b>c</b> cat, cent	<b>ea</b> eat, bread	<b>ou</b> out, shoulder, could, you
<b>g</b> got, giant	<b>er</b> farmer, her	
<b>u</b> but, put (south)	<b>a</b> hat, what	

### Spelling:

By the end of Year 1, pupils should be able to read a large number of different words containing the GPCs that they have learnt, whether or not they have seen these words before. Spelling, however, is a very different matter. Once pupils have learnt more than one way of spelling particular sounds, choosing the right letter or letters depends on their either having made a conscious effort to learn the words or having absorbed them less consciously through their reading. Younger pupils have not had enough time to learn or absorb the accurate spelling of all the words that they may want to write.

This National Curriculum guidance for English is followed and the [appendix](#) provides examples of words embodying each pattern which is taught. Many of the words listed as 'example words' for Years 1 and 2, including almost all those listed as 'exception words', are used frequently in childrens' writing.

Year 1 will also be taught:

- The /v/ sound at the end of words: English words hardly ever end with the letter v, so if a word ends with a /v/ sound, the letter e usually needs to be added after the 'v'.
- Adding s and es to words (plural of nouns and the third person singular of verbs): If the ending sounds like /s/ or /z/, it is spelt as -s. If the ending sounds like /ɪz/ and forms an extra syllable or 'beat' in the word, it is spelt as -es.
- Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word: -ing and -er always add an extra syllable to the word and -ed sometimes does. The past tense of some verbs may sound as if it ends in /ɪd/ (extra syllable), /d/ or /t/ (no extra syllable), but all these endings are spelt -ed. If the verb ends in two consonant letters (the same or different), the ending is simply added on.

- Adding -er and -est to adjectives where no change is needed to the root word: As with verbs (see above), if the adjective ends in two consonant letters (the same or different), the ending is simply added on.
- Compound words