



Phonics

At Hillcrest Primary School we follow the 'Letters and Sounds' phonics resource published by the Department for Education and Skills. To meet differing learning styles and to apply phonics in a lively and interactive way we also use the 'Jolly Phonics' songs and actions, and 'Read Write Inc's' letter formation sayings.

Our Aims

- To teach children how to decode a word and how to blend to read
- To teach children to learn to read and write all 44 graphemes in the English language
- For children to experience multisensory, fast-paced and engaging phonic lessons

Planning (Reception, Year One and Year Two)

Discrete daily lessons between 15 and 20 minutes. Year Two will have a combination of discrete and embedded lessons depending on the learning objective. The correct terminology is taught to the children, e.g. phoneme, segmenting, blending or digraph.

Lesson Structure (each section only lasts a few minutes at the most):

Introduction - explain to the children what they will be learning and spark enthusiasm and motivation for the session. The new sound/word could be revealed from a special box.

Revisit and review – Flashcard practise for previously taught sounds and tricky words or speed writing sounds/tricky words.

Teach - The children will be taught a new phoneme/grapheme or a new skill - this is taught in a fun multisensory way and may well involve: songs, actions, pictures, puppets, writing giant letters in the air.

Practise - The children play fast, fun games to practise what they have just learned. Online games or physical games such as fruit salad, cross the river, word swat.

Apply - The children have a quick go at reading or writing sentences that involve what they have just learned. This can be in phonic books at tables. Phonic books will be written in at least once per week.



Letters and Sounds Phases	
Nursery/Reception Phase One	Phase One activities concentrate on developing children's speaking and listening skills, phonological awareness and oral blending and segmenting.
Reception Phase Two (6 weeks)	Learning 19 letters of the alphabet and one sound for each. Blending and segmenting with letters. Reading VC and CVC words. Beginning to read simple captions. Learning to read 'tricky words'.
Reception Phase Three (12 weeks)	Teach another 25 graphemes, most are digraphs. Continue to practise CVC blending and segmentation and reading and spelling simple two-syllable words and captions. Learning letters names and to read more 'tricky words' and begin to learn to spell some of these words.
Reception Phase Four (4-6 weeks)	Consolidate children's knowledge of graphemes in reading and spelling words containing adjacent consonants and polysyllabic words
Year One Phase Five (all year)	Learn new graphemes and alternative pronunciations for graphemes. 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.
Year Two Phase Six (all year and beyond)	Children become fluent readers and increasingly accurate spellers. Work continues on spelling, including prefixes and suffixes, doubling and dropping letters.

Assessment

Teachers use assessment for learning and the 'Letters and Sounds' end of phase assessment to track and review children's progress. Assessments also inform teachers of targeted intervention sessions that may be needed for those children who struggle with the learning of phonics. Teachers have a phonic assessment folder and the children's successive teachers are provided with the phases their new children are currently working within at the start of each academic year.



Children are assessed at the end of the Autumn, Spring and Summer term (and at the end of a completed phase in Reception) in order to track and review progress. If a child is not working at the phase being taught/expected to be at they have targeted intervention sessions two to three times per week.

Phonics Screening Check

All Year One children take the statutory 'Phonics Screening Check'. In preparation for this the children complete a practice phonics screening check in terms three and four to plan for progression. Extra reading and decoding activities (dotting and dashing) are planned within the phonics lessons from term four using assessment from the practice paper.

The screening check takes place in June and children who do not meet the pass mark are given an intervention programme (two to three times per week) in Year Two to support them with re-taking the check and obtaining a pass mark.

Children in Key Stage Two who have not attained the required level set by the phonics reading check in Year Two and who have not attained a sufficient skill level in phonetic awareness and application receive a phonics and/or spelling intervention programme two to three times per week focusing on the phase they are working within.

Home Learning

At the beginning of each Letters and Sounds phase children take home a resource sheet of all the sounds and 'tricky words' being taught.

In addition to this, in term five, Year One children are provided with a phonics pack explaining terminology and providing practise words for the phonics screening test in June.

Parents/Carers of all children who are having phonics targeted interventions are provided with ideas to support learning at home.

Resources

<https://www.oxfordowl.co.uk/welcome-back/for-home/reading-owl/advice-for-parents/reading-at-home/phonics-made-easy> (this helps with how to say the sounds)

<http://www.ictgames.com/literacy.html>

<https://www.phonicsplay.co.uk>

<https://www.teachyourmonstertoread.com/teachers-area/classroom-toolkit>

<https://www.phonicsbloom.com/uk/game/list/phonics-games-phase-5>



Terminology

Phoneme

The smallest unit of sound in a word.

Grapheme

A letter or group of letters representing one sound (phoneme) E.g. ck, igh, t, sh

Segmenting

The process of using phonics for writing. Children listen to the whole word and break it down into the constituent phonemes, choosing an appropriate grapheme to represent each phoneme. E.g. ship can be segmented as sh-i-p.

Blending

The process of using phonics for reading. Children identify and synthesise/blend the phonemes in order to make a word. E.g. s-n-a-p, blended together, reads snap.

Digraph

Two letters which together make one sound. There are different types of digraph – vowel, consonant and split.

Split digraph

Two letters, which work as a pair to make one sound, but are separated within the word. E.g. a-e as in make or late; i-e as in size or write.

Consonant digraph

Two consonants which make one sound. E.g. sh, ch, th, ph

Vowel digraph

A digraph in which at least one of the letters is a vowel E.g. ea, ay, ai, ar

Trigraph

Three letters which together make one sound. E.g. dge, igh

CVC, CCVCC

The abbreviations used for consonant-vowel consonant and consonant-consonant-vowel consonant-consonant words, used to describe the order of sounds. E.g. cat is CVC word and prize is a CCVC word,