

CURRICULUM INTENT:

HOW DO WE INTEND TO ACHIEVE OUR CURRICULUM VISION IN PHONIC LESSONS?

Phonics is proven to be the most effective method of teaching children to learn to read. In English we have over 150 ways to represent 44 sounds using the 26 letters of the alphabet, making our language one of the most complexed in the world. Phonics teaches children to 'decode' words by breaking them down into its sounds rather than having to memorise 1,000's of words individually.

At St Paulinus, we use a rigorous synthetic phonics programme called **Floppy's Phonics**, to teach early reading and phonics. We use this scheme to enable children to recognise and read sounds and also teach them how these sounds can blend together to make words. We use this scheme until children are confident fluent readers.



CURRICULUM IMPLEMENTATION:

WHAT DOES PHONICS TEACHING LOOK LIKE?

The Floppy phonics programme has 5 levels with each level varying in length.

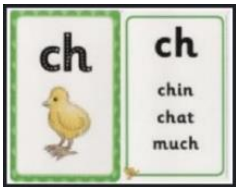


Level 1	Level 1+	Level 2	Level 3	Level 4	Level 5
Typically Nursery	Typically Reception	Typically Reception	Typically Reception	Typically Year 1	Typically Year 1
Book Band Colour – Lilac	Book Band Colour – Pink	Book Band Colour – Red	Book Band Colour – Yellow	Book Band Colour – Blue	Book Band Colour – Green
	s a t p i n m d g o c k c k e u r h b f f f l l l e s s	j v w x y z z z q u c h s h t h n g g e, v e w h c k s, t c h, n k	a i e e i g h o a o o (boot/look) a r o r u r o w o i e a r a i r e r (Summer/herbs) u e (recuse/glue) u r e t u r e	Revision of previous sounds and Blending adjacent consonants /a i/ a i a y /o i/ o i o y /e e/ e e e a /i g h/ i g h i e	/a i/ a i a y e i g h e y a a-e a e e a /e e/ e e e y e y e a e-e i e /i g h/ i g h i y i e i-e /o a/ o a o w o o e o-e o u g h e a u /s/ s s s e c e c(i) c(y) s c s t /e/ e e a

				/oa/ oa ow /yoo/ ue ew /oo/ oo ew /ou/ ow ou /ur/ ur ir /or/ or aw /eer/ ear eer /air/ air are /s/ s ce /e/ e ea /u/ u o -ed /d/ /t/	/j/ j g(e) g(i) g(y) ge dge /ul/ le el al il /yoo/ ue u ew u-e eu /oo/ oo u-e o ou - ough ue ew ui u /oi/ oi oy /ou/ ow ou ough /or/ or our aw au al (w)ar (qu)ar /ur/ ur ir er ear (w)or /u/ u o ou our /ar/ ar a al /zh/ s si ge /w/ w wh u /f/ f ff ph gh <i>Alternative pronunciations</i> ch /ch/ /k/ /sh/ ie /igh/ /ee/ ow /ou/ /oa/ a /a/ /ai/ (w)a a(lt) /o/ /ch/ ch tch /chu/ ture /sh/ sh ch ti ci ssi sci /g/ g gu gue gh /eer/ ear eer ere ier /air/ air are ear ere /n/ n nn kn gn /r/ r rr wr rh /m/ m mm mb mn /k/ c k ck ch qu que /or/ or ore our oor oar aw al augh ough
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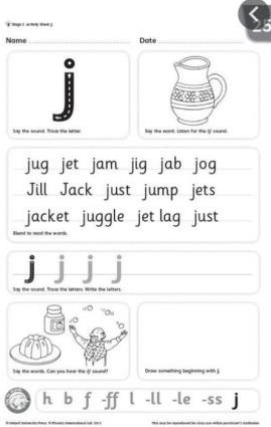
The programme starts in Early Years and continues into Year 1 and for the minority of children in Year 2 and beyond.


The programme follows a 7 part structure. In Early Years this starts off as two separate days but builds up to both sessions on one day equating to 50 minute daily phonics teaching.

Session 1

Part 1	Revisit and Review (On carpet)	A recap of the letter/sound correspondences that have already been taught.	<ul style="list-style-type: none"> Review taught letter/sound correspondences with flashcards Say the sounds speedily Use the picture to reconnect.
	Teach (On carpet)	<p>Introduce the new code they are learning.</p>  	<ul style="list-style-type: none"> Say the new sound Connect the sound with the picture Read the sound on the flash card Practice reading the sound and connecting to the picture Slot it in your review pile of flashcards and see if they can spot it and read it. Model oral blending (This code is used in words like..... j u g – jug) Point to the code on the alphabetic code chart Model reading the words on the flashcard Children to practice to the point where they can automatically say without sounding out. Review the previously taught words, use look, spot, say and read.
Part 2	Word Talk Time (On carpet)	<p>Using the interactive whiteboard, show the children the image of the new taught sound and code on the screen</p> 	<ul style="list-style-type: none"> Say the new sound again and show them the code on the interactive board Read the sound – MT/YT Look at the image carefully- Can you spot anything in this image with this sound? Recall what you can see – model saying the sounds and oral blending for each word, MT/YT New vocab and meanings – synonyms, homophones etc. Make connections with previous taught sounds Finish with reading the words – a stronger child be the teacher?

Session 2 –

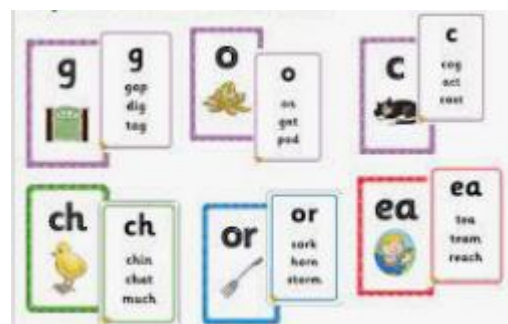
Part 3	Practice time (At tables)	<p>Using floppy phonics worksheet children to reinforce the sound, read words.</p> 	<ul style="list-style-type: none"> • Model how to READ the sound/code again at the top of the sheet – MT/YT • j j j j j is for jug • Children point to the code and connect with the jug picture • Teacher models how to read the words on the worksheet – MT YT (look at word, say the sounds, orally blend and read the word) build up to word blending at each stage • Practice together first and then children do on their own • Children practice reading the words on their own over and over again no stopping • Teacher stops and models how to tick the sounds they think they know and can read and circle the words sounds or words they can't • Children practice again and tick the sounds and words in pencil • Teacher 'works the room' assessing and listening by ticking in pen to check above the words or row for older children • Children then work in partners to read the words to each other – you do, I do • Teacher STOPS after enough practice time reading • Teacher then models how to write the code on the board • Children air write to practice the movement and then practice on the sheet, saying the sound as they write the code, j for jug, j for jug, j for j • Once they've done that they can draw a picture to connect with that code • Teacher supports slowest progress children's transcription at this stage • Finish the practice with review of sounds on the bottom of the worksheet – is this automatic?
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Part 4	Spelling practice time (At tables)	In exercise books children to practice spelling some of the words with the new code.	<ul style="list-style-type: none"> Say the word slowly and drag out the sounds to segment (sound to print) Say the word again and use left hand, fist facing forwards, to count on fingers the sounds, thumb first! Model drawing the grapheme lines _____ Say the word again using your fingers then children write.... After children have had a go, model writing the sounds in the code/word j u g Children DO Then teacher models how to write the full word underneath with one line Children do Repeat this with a few words with the new code Review previous code spellings here? Around 6 words altogether
Part 5	Apply (10 minutes)	<p>Reading time</p> 	<ul style="list-style-type: none"> Using the cumulative texts in the Planning and Assessment book, children then practice reading with taught letter/sound correspondences These sheets could be stuck in phonics books ready to go Children practice before reading any tricky/helpful words – word hunt and grapheme underline first? Children read the text with their partners – I do, you do using their fingers under the words to read They keep re-reading to build accuracy and fluency Teacher works the room to assess Get children to read aloud and practice their storytelling voices Discuss and answer questions orally about the text, word choices etc.
Part 6	Apply	In books children to write the words /sentences	<ul style="list-style-type: none"> Children then have a go at writing the dictation/copy/self-

	(10 minutes)	dictated.	<p>dictate</p> <ul style="list-style-type: none"> • Can they say the sentence, hold the sentence and write the sentence? • Encourage children to use spelling fingers for graphemes and codes • Use the grapheme tiles to support • Use charts on tables
Part 7	Consolidate		<ul style="list-style-type: none"> • This takes place on a Friday each week and can look different each week and in each class. This lesson focuses on what the children need to consolidate from the week.

To reinforce the phonics teaching in school, your child may bring home a range of books and resources to share with you. This includes:

- A fully decodable phonic book linked to their phonic ability level.
- Some sound or word flash cards to consolidate their understanding and practise blending words.
- A picture sheet from the phonics lesson, to practise the sounds and letters taught in class.



In addition to a decodable phonics books, we may also send home a sharing book to promote the love of reading. These will need to be read to the children so it is a perfect opportunity to read some books together, to develop an understanding of different text types, discuss any new vocabulary and develop their comprehension skills.



Every child also has access to Active Learn – Bug club. Bug Club is an e-book reading scheme that your child will use for independent reading at home. Each child has a unique homepage and can log into to access their levelled books. If you need this information again please speak to your child's class teacher

1:1 reading

Your child needs to bring their reading bag to school every day. Some children will be heard read every day and some at least 2 or 3 times a week. Your child's reading book will be changed at every week. Please read the book/practice the sounds every day and make a record in your child's home reading record.

CURRICULUM IMPACT:

WHAT DO OUR OUTCOMES IN ENGLISH LOOK LIKE? HOW SUCCESSFUL IS OUR PHONICS TEACHING?

Phonics check	School					National		
	16/17	17/18	18/19	19/20	20/21	2017	2018	2019
Year 1	91.7%	88%	67%	82%	Autumn 2020 Y2 -78% Summer 2021 - 38%	81%	82%	82%
Y2 retake	10 pupils 60%	5 pupils 40%	7 pupils 57%	(11/20) 55%	Y2 Summer 21 – 25% (3/12)	-	-	-
Year 2 pupils (including retake children)	93%	95%	95%	85%	83%	92%	92%	91%

Early Reading Data

	School				National			
	2018	2019	2020	2021	2017	2018	2019	2021
EYU (GLD)	67.2%	70%	69%	68%	71%	71.6%	71.8%	
End of KS1 (EXS)	70%	68%	63%	51%	76%	75%	75%	
End of KS1 (GDS)	30%	10%	7%	13%	25%	26%	25%	
Progress (Good or better)	92%	77%	70%	48%	-	-	-	-

Phonics Screening Check

In year 1, children will sit a national Phonics Screening where the children have to read 20 real words and 20 'alien' (pseudo) words. This is conducted in a very child-friendly way by the class teachers. At every parents evening you will be informed of your child's progress in Phonics and at the end of Year 1 the school report will inform you if they have passed or not. If your child does not pass in Year 1 they will be given additional support throughout Year 2 to enable them to pass the next year.

Click on links provided below to access past Phonics screening check papers.

<https://www.sats-papers.co.uk/phonics-screening-test/>

Phonics Terminology

Phoneme

A phoneme is the smallest unit of sound in a word.

Feel/watch how your mouth changes when you say a word, every time your mouth moves/changes shape you are saying a new phoneme, e.g. b-r-i-ck

There are 44 phonemes in the English language

Grapheme

Graphemes represent how a phoneme is spelt. Each grapheme is a unit of sound regardless of how many letters there are.

e.g. The word b-r-igh-t is made up of 4 phonemes; the igh phoneme is represented by 3 letters but only makes one phoneme.

A grapheme can represent more than one phoneme e.g. C = cat and city

Diagraph

Two letters, which makes 1 phoneme. e.g. d/u/ck – In school we also refer to this as letter groups.

A consonant diagraph contains 2 consonants

e.g. sh ck th ll

A vowel diagraph contains at least one vowel

e.g. ai ee ar oy

Split Diagraph

A diagraph in which the two letters are not adjacent

e.g. make - a-e is a unit of sound (diagraph)- it is being 'split' by the constant k.

Trigraph

Three letters, which make 1 phoneme. e.g. light

Oral blending

Hearing a series of spoken phonemes and merging them together to make a spoken word without corresponding to any graphemes

e.g. teacher says “*b-u-s*” children say “*bus*”

Blending (links to reading)




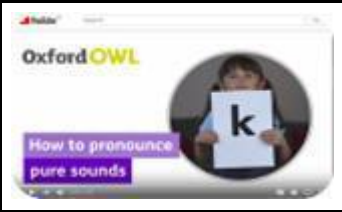

Recognising the letter sounds in a written word and merging them together in the order they are written to pronounce the word.

e.g. c-u-p = cup

Segmenting (links to writing)





Identifying the individual phonemes in a spoken word and writing them down to form a word.

Websites

	www.letters-and-sounds.com	<p>Information and resources on the 'Letters and Sounds' programme</p>
	www.phonicsplay.co.uk	<p>A site packed with interactive phonics games and resources to help children to learn to read.</p>
	www.oxfordowl.co.uk/for-home/find-a-book/library-page	<p>Oxford Owl – have over 100 free e-books for children aged 3-11 years old</p>
	https://youtube.com/playlist?list=PLB5TN0ac12P97k0x0Xvn8K46bw-vTTeUD	<p>Oxford Owl videos to help parents understand phonics and tips for reading</p>
	www.readwithphonics.com	<p>Fun games and resources for parents to help their children with phonics (£7.99 one off fee)</p>

	https://learn.readwithphonics.com/school/phonics-games/phonics-soundwall	Useful website to help you with pronunciation of sounds used in Phonics
	www.phonicsbloom.com/uk/game/list/phonics-games-phase-2	Fun games for children to play to help them with their phonics sounds

Apps

	Apple App Link Android App Link	Meet The Alphablocks!
	Apple App Link Android App Link	Read with Phonics Games
 PAID APP	Apple App Link Android App Link	Teach Your Monster to Read
 PAID APP	Apple App Link	Monster Phonics

