



Phonics the KS Way

Our 'Phonics the KS Way' is a systematic, synthetic phonics programme which is used with fidelity and empowers children as young readers and writers. The sequence in which GPC's and tricky words are introduced, matches the progression in Bug Club Phonics.

Phonics teaching and learning should be a highly positive and successful process for all. To achieve this, we ensure lessons are engaging, purposeful and interactive.

Organisation

Phonic sessions are whole class sessions, differentiated to ensure all children are effectively supported and challenged to develop their reading and writing skills. All children are exposed to the age-related content as identified by the National Curriculum (in the revisit and review and teach section of the session). This is followed by differentiated opportunities for children to practice and apply learning at an appropriate level, based upon effective assessment. Phonics teaching begins as soon as the children enter early years; phase 1 is a focus during the transition period and then phase 2 is introduced from week 3. (*see appendix 1 for KS progression and planning documents*)

Style/content

Phonics sessions are engaging, interactive and multisensory, with children being 'active' participants in the learning for the majority of the session. This is achieved through use of Kagan structures, carefully chosen Letters and Sounds games, and strategic use of resources to ensure children are busy reading (blending) and writing (segmenting) following clear adult models. Wherever appropriate, additional language is removed from adult modelling to reduce the cognitive load and focus on phonics.

Whenever appropriate a context is provided for reading and writing in phonics sessions.

Assessment

Formative assessment of decoding, fluency and comprehension is ongoing throughout phonics sessions and partnered and individual reading.

Children are assessed half-termly using the school's bespoke phonic tracker. The assessment includes knowledge (graphemes and tricky word) and skills (blending/ segmenting, decoding/encoding). The assessment formation is used to inform whole class teaching and high quality, regular interventions.

A fluency assessment is completed before children move beyond phonically decodable books to ensure children have sufficient fluency and secure phonic knowledge to tackle any book at age-related expectation. (Appendix 2)

Intervention

Phonics interventions begin as soon as gaps in children's learning are identified. Phonics interventions are tightly focussed on overcoming particular barriers to learning (*see appendix 3*)

e.g.

- Oral blending
- Oral segmenting
- Grapheme recognition

- Blending polysyllabic words

Display

Each classroom has a phonics display which includes:

- Grapheme cards
- Tricky words/CEW

Training

All staff are trained by the phonics lead so that they are equipped to teach the programme effectively and with fidelity. In addition, the phonics leader holds frequent phonic practice sessions with staff to provide on-going support and ensure consistency. Videos of our procedures have been made during these practice sessions as a resource for staff training.

Lesson Structure and Procedures

Daily 20 minutes lessons

All children in Early Years and Key Stage One have a daily 20-minute phonics lesson. Each lesson follows the four-part teaching sequence:

- Revisit/Review
- Teach
- Practice
- Apply

One day a week will focus on the teaching of new tricky words /CEW and will include an extended written application of the week's learning. *(see appendix 4 KS weekly/daily planning)*

Revisit and Review

Each lesson follows the same pattern of review:

- Oral blending
- Recognition of graphemes
- Visual blending of phonically decodable words
- Reading of tricky words

Oral Blending:

Between 3 and 5 words selected for each session

Adult to orally sound talk a word e.g. c-a-t (Adult is not to blend)

Children to then orally sound talk the word and blend. e.g. c-a-t cat

Guess what's in the bag:

Put 3-5 objects in a bag.

Adult to orally sound talk a word e.g. s-o-ck (adult is not to blend)

Children to then orally sound talk the word and blend e.g. s-o-ck sock

Adult to reveal the object from the bag.

The words being orally blended should be beyond the complexity of words children are decoding and should develop over time e.g. during phase 2 children can be orally blending words from future phases e.g. coat, lunch, farm. We do not orally blend polysyllabic words

Recognising graphemes:

Graphemes selected based on assessment

Up to ten graphemes shown to children on flashcards

Increase the speed of presentation so the children learn to respond quickly

Expect pure sounds

Adult to correct any incorrect enunciation and address any errors

If playing 'Gotcha' children must say the phoneme e.g. 'Gotcha p!'

Visual blending of phonically decodable words

5 words selected based on assessment and presented on flashcards

Adult to point to sound buttons and children sound talk b-oa-t

Adult to swipe finger under the word and children blend e.g. boat

Initially the adult will need to model – my turn your turn – but this should be removed as appropriate to encourage the children to blend independently.

At the beginning children will blend overtly but are then encouraged to move to silent blending and ultimately, automaticity.

Ideally, in revisit sessions, children should be reading many words without sound buttons (automaticity). If children are struggling to identify digraphs in words when reading without sound buttons, ask children to spot the phoneme in the word before blending.

Reading of tricky words

Tricky words selected based on assessment

Three or four tricky words shown to children on flashcards

Children to read by sight

Adult to correct any error.

Teach

A new phoneme (or grapheme) or one/two tricky words are taught. The teaching needs to be memorable - this will often mean providing a context for the learning.

Teaching a new phoneme

HEAR it, SAY it

Adult says the sound. (my turn)

Children repeat the sound. (your turn)

Ensure sufficient repetition for young learners to practice articulating the phoneme.

Adult to say words (and show objects/picture on the back of the sound card) with the phoneme/grapheme.

Children repeat words.

(Phase 3 onwards- teach the catchphrase for the phoneme)

SEE it, HEAR it

Adult shows the grapheme and says the sound.

Children say the sound and look at the grapheme.

(Phase 3 onwards- adult to flash either side of the sound card and children to say the catchphrase/ phoneme)

Spot it!

Mix new grapheme with previously taught graphemes and show the children a card at a time. Children to say phonemes and wave / shout 'Gotcha' when they see the new grapheme.

HANDWRITE (only when teaching initial letter sounds)

Adult says the sound

Adult to model saying the letter formation rhyme as they trace the letter (mnemonic)

Adult to model on whiteboard.

Children repeat formation rhyme and write the letter in the air/ floor/on backs.

SOUNDWRITE (only when teaching initial sounds)

Adult t says the sound e.g. ' g g g ' as they trace the letter.

Children write the letter in the air/ floor/on backs whilst saying the sound

(see appendix 5 for mnemonics and catchphrases)

Note: Capital Letters are taught during discrete handwriting sessions(see appendix 6)

Teach oral blending (phase 1/start of phase 2)

Children learning to orally blend will need this scaffolding:

Stage 1- super support

Adult to orally say a word and blend e.g. c-a-t cat.

Children to copy- sound talk and blend the same word e.g. c-a-t cat

Stage 2 – some support

Adult to orally say a word and children to blend e.g. Adult says d-o-g and children say dog. S

Stage 3- independence

Adult to orally sound talk a word e.g. c-a-t (Adult is not to blend)

Children to then orally sound talk the word and blend e.g. c-a-t cat

Teach visual blending (early phase 2)

Once children can orally blend they are ready to learn to visually blend letters in order to decode words. Children have to be explicitly taught this skill.

Assisted blending

Stage 1- super support

Adult to model blending with sound cards or magnetic letters. e.g. for the word 'sat' the adult models selecting each grapheme in turn, saying the sound and moving the graphemes into the correct order.

The adult then points to each grapheme and sound talks the word s-a-t.

Adult to then sweep their finger under the word and say 'sat' in an exaggerated manner.

Children to repeat: 's-a-t sat' as adult points to each grapheme and then sweeps finger under the word.

No sound buttons at this stage

Stage 2- some support

Adult to say the sound as they select each grapheme in turn and put into order but then the children sound talk and blend with no modelling.

Stage 3- independence

Adult selects and moves the sound cards/ magnetic letters silently (no sound talk).

Adult points and sweeps their finger under the word as the children say the sounds and read the word.

If the children can do this they are ready for independent blending.

Teach reading of words (phase 2+) containing the new phoneme/ grapheme:

Adult to press sound buttons and sound talk the word.

Children to then sound talk and blend the word as they sweep their finger under the word. Repeat for 3 or 4 words.
2.

Teach reading a polysyllabic word

Display the word with a slash between the syllables e.g. carpark

Adult to sound talk the first syllable and blend it e.g. c-ar car

Adult to sound talk and blend the second syllable p-ar-k park

Adult to say both syllables- carpark

Repeat and ask the children to join in

Teach reading words with adjacent consonants

Adult to put out grapheme cards to make a word (e.g. tent) and then model blending the word by saying and pointing to each grapheme and sweeping to blend.

Ask the children to have a go at reading the word as the adult points and sweeps

Repeat this method for a couple more words.

If successful, repeat the above but this time do not model reading for the children.

If they are successful at this then try independent reading with word cards.

Extend by:

Choose two cards already used.

For each word, mix up the grapheme cards. Put the cards in the correct order to make the words. Model reading.

Mix the cards and give to the children.

Ask the children to put the letters in the correct order to make the word.

Ask them to point to each grapheme as they say the sound and sweep to blend.

Teach reading of an alternative pronunciation

Display the focus grapheme (e.g. ow) and explain that it makes more than one sound

Display the picture side of the grapheme card and an image that matches the other sound the grapheme makes e.g. ow- cow ow- snow

Point to each card and say the catchphrase e.g. ow, brown cow and the word snow to help the children hear the two different phonemes.

Tell the children the correct sound as you point to the images

Now ask the children to read words and work out which image they should go under, according to the sound the grapheme makes.

For each word: show the children the word and ask them to identify the grapheme. Read each word and ask them to sort the word to the appropriate sound.

If the children read the word with the incorrect pronunciation for the grapheme, model the correct pronunciation for the grapheme.

Teach segmenting of words containing the new phoneme/ grapheme:

Oral segmenting:

Adult to say a word

Adult to hold up a phonic finger for each sound ensuring the 'sounds' read from left to right from the child's view.

Adult to sound talk the word as they press each phoneme in turn onto a finger. e.g. cat c-a-t

Children to repeat

Orally segmenting split digraphs

When orally segmenting a split digraph, the 'e' does not have a separate phonic finger as it linked to the sound of the vowel. e.g. line.

Use phonic fingers as above but on the split digraph sweep your finger in an arch from the vowel to the 'e' as you say the phoneme to show they are linked e.g.



Segmenting:

Stage 1- super support

Adult to say a word

Adult to hold up a phonic finger for each sound ensuring the 'sounds' read from left to right from the child's view.

Adult to sound talk the word as they press each phoneme in turn onto a finger. e.g. cat c-a-t

Model writing each grapheme on a whiteboard or phoneme frame

Children to repeat

Stage 2- some support

As above but the adult and children say and segment the word together (no adult modelling first)

Stage 3- independence

Adult to say a word

Children to say the word

Adult and children to hold up a phonic finger for each sound

Children to sound talk the word as they press each phoneme in turn onto a finger. e.g. cat c-a-t

The adult silently presses their fingers to keep the children 'together' but does not say the phonemes out loud.

Model writing each grapheme on a whiteboard or phoneme frame

Children to repeat

Stage 4 (from L&S phase 5 onwards)

Adult to say a word

Children to say the word

Adult and children to hold up a phonic finger for each sound

Children to sound talk the word as they press each phoneme in turn onto a finger. e.g. cat c-a-t
The adult silently presses their fingers to keep the children 'together' but does not say the phonemes out loud.

Adult to model tracing the letters for each phoneme onto their fingers, saying the letter name

Children to copy

Adult to model writing each grapheme on a whiteboard or phoneme frame

Children to repeat

Segmenting a polysyllabic word

Adult to say the word and clap the syllables. E.g. desktop – two claps

Children to copy (MTYT)

Adult to clap the first word again and tell the children the first syllable is desk and the second is top.

Ask the children to orally segment desk and the adult to write the word. Repeat for the second syllable. Read the completed word

Children to repeat

Teaching the reading of a tricky word

Explain tricky words cannot be blended using the phonics we know so we just have to learn them – they have a 'tricky bit'.

Read a caption containing the tricky word and point to the word to be learned- read it again.

Show the word / write it on the board.

Sound talk the word and repeat putting sound buttons and lines under each phoneme and blending them to read the word. (MTYT)

Highlight and discuss the 'tricky bit' (the bit of the word where the letters do not correspond to the sounds the children know.)

Read the word a couple more times

Teaching the spelling of a tricky word

Children should be able to read the word before they learn to spell it.

Write the word to be learned on the board and check everyone can read it.

Say a sentence using the word.

Adult to sound talk the using 'phonic fingers'.

Highlight and discuss the 'tricky bit' (the bit of the word where the letters do not correspond to the sounds the children know.)

Discuss the letters required for each phoneme using letter names

Sometimes an agreed mnemonic will be used. (*see appendix 7*)

Note Tricky word mats and CEW mats are used in class to support spelling (see appendix 8)

Practise

Children practise their phonics at word level- reading or spelling. Activities (often games) allow all children to actively participate and can be differentiated to provide challenge for all.

Games which support reading:

- **Word and Picture Match** - Each child has a piece of paper divided into quarters with words in each section. An adult reveals a picture and the child has to read the words to see which one matches. Children needing more challenge can have four sentences (instead of words) which represent the pictures shown.
- **SUHUPU- (stand-up, hand-up, pair-up)** -each child has a word and when they pair up the children read each other's words. |Adapt the game to Quiz, Quiz, trade – played exactly the same but children swop word cards before moving on to a new partner)
- **Roll and Read** games (play in pairs) A variety of roll and games are available which support the children in practising blending, reading tricky words and recognising graphemes. Children can cover the words/ graphemes read with counters or cross out with pen. Adding the challenge of achieving three / four in a row can be motivating for some children. These can also be made using sentences instead of words to add further challenge.
- **Splat!** – play in pairs. Each child to have a lolly stick and a word (phonic/tricky) or grapheme mat. Adult to say a grapheme/ word and the children race to splat the word. Alternatively, one child can say the word/grapheme whilst their partner splats. Swap roles. Challenge can be added by children having sentences with the target word in and having to splat the appropriate sentence.
- **Track Games-** A variety of track games are available which support the children in practising blending, reading tricky words and recognising graphemes.
- **Bingo** - A variety of bingo games are available which support the children in practising blending, reading tricky words and hearing and recognising graphemes
- **Stations-** This can be played inside or outside. Place a few words/ graphemes in different places around the environment. Adult to say a word and children to travel to the correct location.
- **Snap-** Groups or pairs can play word snap.
- **Sorting** - Words, such as the names of farm and zoo animals (e.g. zebra, camel, hen, chimpanzee, panda, cow, yak, sheep, goat, duck
- **Top Middle or Bottom:** Can be played as class or in pairs. Write a list of three words. One person says one of the words and the other person (s) says whether it's top, middle or bottom.
- **Word Mix:** children have a list of words or short text and highlight all the words with the targeted grapheme/phoneme. As a class share and read the words found

Games which support spelling:

Adults to model and support segmenting prior to children doing independently e.g. if playing a game, having identified which word needs spelling, adult and children to orally segment (MTYT) and adult to model writing before children have a go. This to pre-empt errors and stop children practising incorrect spellings.

- **Kim's Game:** A selection of objects (or words) on show. The adult removes one of the objects/ words and the children write the missing word.
- **Pocket Dice** - Put pictures in the pockets. Roll the die and the children have to write the word for the picture rolled.
- **Word noughts and crosses:** children have a blank noughts and crosses grid. Each partner is given a word (instead of 0 and X) e.g. Learning partner 1 is 'the' and learning partner 2 is 'them'
- **SUHUPU (stand up hand up pair up)-** each child has a word and when they pair up the children orally spell each other's words. Adapt the game to Quiz, Quiz, trade – played exactly the same but children swop word cards before moving on to a new partner. Children could also have whiteboards and have to write down the spelling
- **Cowboy Phonics-** Sit children in pairs, back to back. Adult says a word/ grapheme and children write on their whiteboards. Children stand up, turn around and say 'yahoo' then read each other's word
- **Full Circle-**

Write a word on the board and ask the children to say the word.

Tell the children that they are going to make a series of different words but they will eventually come back to the word on the board- full circle!

Say the next word and ask which phoneme needs to be changed.

Everyone says the new word again, orally segments it and then writes it down.

Say the next word and repeat as before until 'full circle.'

The game can also be played with every child having a letter and standing at the front to spell the words – children swop places as new words are made

- **Musical Words:** all children have a word. Pass the words around the circle and when the music stops the children read the word they have
- **Phonic/Spelling Tennis-** Children sit in pairs opposite each other , orally spelling words (rally robin) Alternatively, the children could do the above but write the word on a whiteboard

- **Roll It, Spell It Game** - Using one of the roll and spell game sheet: roll the dice and depending on the grapheme rolled, segment and spell one of the words which contains the grapheme.

ROLL IT, SPELL IT

Roll the dice. When it lands on a sound, find that column on the game board. Spell the first picture from that column on your spelling grid. Continue rolling and spelling each picture.



- **Anagrams** : Adult to display a muddled word e.g. swa (was) and the children unmuddle and write the word correctly either on a white board or in their phonics book.
- **Speed write** : Select a word and then race to see who can be the first to write it in the middle of a whiteboard and each of the corners.
- **Cloze Procedure**: Words and pictures with phonemes missing e.g. c____ t (coat).
Adult and children say the word and then orally segment , identifying the phoneme and letters which are missing , Children to then write the word .

Apply

Children apply their phonics at sentence level – reading or writing

Reading

Children read more than a sentence where possible.

Activities could include reading letters/notes linked to the session context, matching sentences to pictures, reading YES/NO questions, unscrambling words and ordering them to make a sentence, Change it!

Application to reading is then further developed in partnered reading session (*see appendix 9*)

Model reading a sentence:

Display a sentence(s).

Sound talk (if necessary) and read the first word e.g. It

After reading the second word, say both words e.g. It is

Continue with the next word e.g. It is fun

Continue to the end of the sentence

Writing

Children write a sentence(s) preferably in phonic books but possibly on whiteboards.

The sentence(s) will often link back to the context introduced in the 'teach' section.

Differ the sentences to ensure challenge for all e.g. The frog jumps. The frog jumps in the pond. The frog jumps in the pond and swims off.

Application to writing is further developed in English writing lesson.

Hold a sentence:

Approach 1

Adult to orally say a sentence. Children to repeat. Say the sentences in lots of different voices etc (MTYT) so the sentence is internalised and can be recalled accurately.

Adult to model writing the sentence, talking out loud about spelling, finger spaces, punctuation etc.

Adult to involve the children by asking them to repeat the sentence and identify the next word to write and by asking them say the letters needed to spell some of the words.

Adult to model rereading of sentence for sense.

Adult to cover sentence and children to have a turn at writing the sentence.

Allow children to self /peer mark the sentence by revisiting the adult written sentence.

Approach 2

Adult to read a pre written a sentence to the children.

Children to repeat. Say the sentences in lots of different voices etc (MTYT) so the sentence is internalised and can be recalled accurately.

Adult to talk out loud about how the sentence has been written e.g. capital letter, spelling, finger spaces, punctuation etc.

Adult to cover sentence and children to have a turn at writing the sentence.

Allow children to self /peer mark the sentence by revisiting the written sentence.

Dictated sentence

This should be used less often than 'Hold a sentence' as there is less scaffold to secure success and accuracy but gives a useful assessment opportunity. Adult dictates a sentence, sharing a few words at a time, for children to write down.

EARLY YEARS

Although phonic lessons follow the four-part structure, in the very initial stages of the children's phonics learning (approximately weeks 1-3) the content of the different lesson parts varies slightly from the one adhered to once blending has begun to be established.

At this early stage many children need to secure oral blending as well as grapheme recognition and formation in preparation for reading and spelling words.

Application at this stage is word level, leading to sentence level from week 4.

The following structure is typical during early phonics sessions:

New Phonemes to teach	Reading Tricky/HF Words to teach	Lesson structure
<p>Phase 2 – week 1</p> <p>Teach s,a,t,p</p> <p>Practice- recognising phonemes and writing graphemes</p>		<p>Revisit: Phase 1- rhyme/ alliteration/ syllables/ initial letter sounds</p> <p>Teach and Practise oral blending</p> <p>Teach s,a,t,p (including writing of graphemes on mwbs)</p> <p>Practice- recognising phonemes and writing graphemes</p> <p>Teach visual blending (word level apply): Use of magnetic letters for visual blending (assisted)</p>
<p>Phase 2- week 2</p> <p>Teach i,n,m,d</p>	<p>Practise blending and reading the high frequency words:</p> <p>is, it, in, at, as, dad</p>	<p>Revisit: Phase 1- rhyme/ alliteration/ syllables/ initial letter sounds, oral blending, phoneme recognition/writing</p> <p>Teach and practise : i,n,m,d (including writing of graphemes on mwbs)</p> <p>Teach and practise: oral segmenting – phonic fingers</p> <p>Practise/Apply : visual blending Use of magnetic letters for visual blending (assisted-independent)</p> <p>Apply: Use of magnetic letters to spell (Adult modelling- children to have their own set of letters to use)</p>
<p>Phase 2- week 3</p> <p>Teach g.o.c.k</p> <p>Practice- recognising phonemes and writing graphemes</p>	<p>Practise blending and reading the high frequency word:</p> <p>can and on, not ,got</p> <p>Practise reading the tricky words</p> <p>to</p>	<p>Revisit: Phase 1- rhyme/ alliteration/ syllables/ initial letter sounds, oral blending, phoneme recognition/writing</p> <p>Teach and practise : g.o.c.k (including writing of graphemes on mwbs)</p> <p>Practise/Apply visual blending word cards with sound buttons (assisted- independent)</p> <p>Practise oral segmenting – phonic fingers</p> <p>Practise /Apply spelling with magnetic letters</p> <p>Apply: writing of a word e.g. got</p>
<p>Phase 2- week 4</p> <p>Teach ck-explains its use at the end of words and practise reading words ending in ck</p> <p>Teach e,u,r,</p>	<p>Practise reading the tricky words:</p> <p>the no go</p> <p>Practise blending and reading the high frequency word</p> <p>mum up get</p>	<p>Begin the standard format of KS phonics lesson</p> <p>Visual Blending – now using word cards (sound buttons)</p> <p>Some children may still need to use magnetic letters for segmenting(rather than writing)</p>
<p>Phase 2 Week 5</p> <p>Teach h, b, f, ff, l, ll, ss (set 5 letters)</p> <p>Explain ff, ll and ss at the end of words</p> <p>Teach reading/segmenting of polysyllabic words.</p>	<p>Teach reading tricky words</p> <p>l, into</p> <p>Teach blending and reading the high-frequency word</p> <p>had back his big him if of off but</p>	<p>Application now at sentence level:</p> <ul style="list-style-type: none"> ➤ Read a two/three word caption ➤ Write a 2/3 word caption