

Hampton Vale Primary Academy



Phonics Curriculum

Our Approach to Phonics

Our Aims & Beliefs

Here at Hampton Vale we believe that reading is the foundation to all learning. It is because of this that we have put a lot of effort into ensuring that our phonics approach gives children the support and teaching that they need in order to learn to read and subsequently, access our enriching wider curriculum.

When the children first begin their reading journey, we ensure that they receive high quality, systematic teaching of synthetic phonics. Whilst there is a big focus on the teaching of skills within KS1, we also strive to encourage a love of reading through the exposure of a wide range of stories. As the children develop and secure their phonics skills, we begin to really interweave comprehension and fluency within their learning as part of their reading journey.

Whilst we do not follow one specific scheme, we have worked hard to build and adapt our approach to give the children the best chance of learning to read successfully. We found that the use of resources within the teaching of phonics enables us to engage and immerse the children within their phonics lessons.



What is Phonics?

Phonics is a method of teaching people to read and write by correlating sounds with symbols in an alphabetic writing system.

Reading & Writing

Children are taught that individual letters, as well as groups of letters, have an associated sound when reading. By putting the individual sounds together within a word, they are able to read the whole word. Phonics is also the primary spelling strategy within early writing. Without children having a secure understanding of *phoneme-grapheme* correspondence, they will not be able to spell and write independently.

Important Terminology

<u>Terminology</u>	<u>Definition</u>	<u>Example</u>
Digraph	Two letters that represent one sound.	oi, ee, ay
Trigraph	Three letters that represent one sound.	lgh, ear, air
Phoneme	The sound that a grapheme makes.	/ee/ for ee, ea, ey, ie
Grapheme	A letter or number of letters that represent one sound.	oi, ey, th
Zip	Used when segmenting words to represent digraphs and trigraphs.	
Button	Use when segmenting words to represent single letters that make a sound.	
Segment	The process of reading a word by splitting it into graphemes.	s / l / ow
Blend	The process of blending the individual graphemes to say a word.	
Fairy words	High Frequency Words (HFW) and Common Exception Words (CEW) that you can segment using phonics knowledge.	it, big, get, on
Tricky troll words	HFW and CEW that you cannot segment using phonics knowledge.	what, she, all, you

Phonics Progression

<u>Phase / Year Group</u>	<u>Sounds Taught</u>
Phase 2 (Nursery/Reception)	s, a, t, p, i, n, m, d, g, o, c, k, e, r, h, b, f (ff), l (ll), ss, u
Phase 3 (Reception)	j, v, w, x, y, z (zz), ck, qu, ch, th, sh, ng, ai, ee, oa, oo/oo, ar, or, ur, ow, oi, er, ear, air, ure, igh.
Phase 5 (Year 1)	ou, ir, ay, ea, aw, oy, au, ey/-y, ew, e-e, ow (slow), wh, ph, ie, oe, ue, a-e, i-e, o-e, u-e
Spelling Rules (Year 2)	Alternative digraphs linked to spelling rules.

Long Term Planning

At the beginning of each year, we map out precisely when lessons are being taught. This is informed by feedback from previous years. By doing this, we can ensure all areas are covered and the approach is naturally progressive.

Progression of skills

Phonics skills, such as segmenting and blending, are intertwined into every single phonics lesson. From the beginning of Phase 2, children are taught to segment CVC words using the buttons to represent the individual phonemes which then progresses to zips to represent the digraphs and trigraphs. Similarly, children are taught how to blend the words together after segmenting.

Phonics and Reading

When children are taught a new sound, they are exposed to a new story. Our aim is to weave our phonics approach throughout other lessons, including guided reading. Guided reading texts are phonetically decodable within Reception and Year 1. They link with the sounds they are learning/ have previously learnt which gives children the opportunity to practise and apply their knowledge within the wider curriculum.

Phonics Lesson Structure

Retrieval

At the beginning of each phonics sessions, children will have the opportunity to retrieve sounds that have been previously taught. These sounds may be from previous phases or sounds chosen based on teacher assessments. This is a key point in the lesson structure as it gives teachers the chance to address any misconceptions and assess any gaps.

It is important at this stage to ensure that the children are able to distinguish between the phoneme and the caption action. Whilst the caption action is a useful tool to help the children retain the sounds, it can sometimes mean that they just see the caption action and are not able to identify the sound in isolation or within words.

*What phonemes do these graphemes make?
Show you teacher their matching caption action.*

sh	th	ai	ch	ee
—	—	—	—	—
ar	ur	ow	or	
—	—	—	—	

Children will also have an applied retrieval activity, for example, words with targeted digraphs to segment and blend. Again, this can be based on previous phase sounds or gaps that the teacher has identified within the class.

Good practice would be getting the children to follow the structure of **zip**, **button**, **segment and blend**.

*Write the words using sound buttons and zips.
Remember to be a grapheme detective!*

1


houk

2

clean

3

whirl

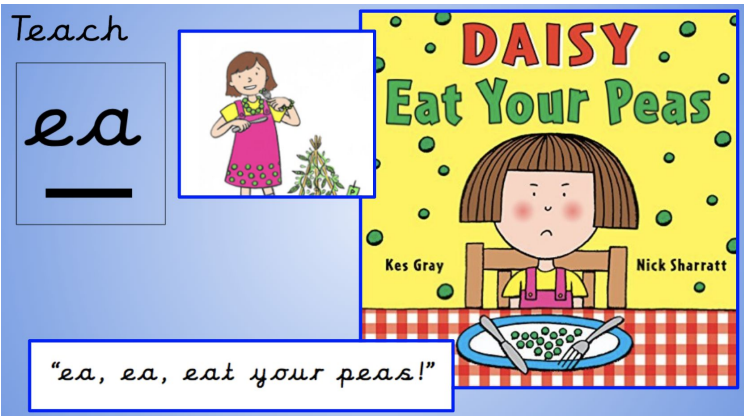


Whilst some children will take time to complete these activities, others will know the answer instantly. In this instance, a challenge will be required, such as putting the real words into a simple sentence (written or verbal depending on teacher preference).

Phonics Lesson Structure

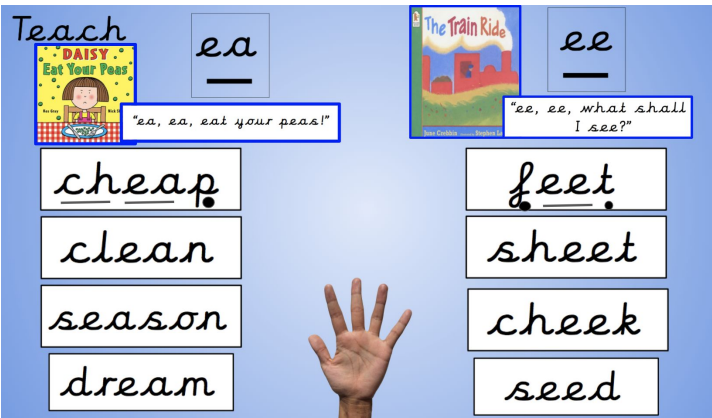
Teach

Each new sound comes with a linked story and a caption action. As well as this, the children will be taught the new caption action that they will use in future lessons as part of their retrieval technique. This approach gives the children numerous avenues to retain their phonics learning.



Within the teaching of a new sound, we should see the following:

- A clear, precise representation of the sound verbally;
- Enthusiastic reading of the linked story book;
- Teacher modelling of the caption action;
- Teacher modelling of letter formations when writing the digraph;
- Teacher modelling of segmenting and blending words using the digraph.



As the children progress through their phonics journey, they will come across alternative digraphs (Phase 3 & 5). It is important when introducing a new alternative digraph that you revisit the others so that children can understand the distinction. Key points to discuss are the letters within the digraph and also where you would typically find the digraph within a word.


It is important that teacher subject knowledge is strong within the teach phase as the teaching of a new sound must be clear and precise in order to avoid misconceptions.

Phonics Lesson Structure

Practice


Following the teach stage, the children will need to practise the skills they have just learnt. Children should get the chance to practise using the new sound within reading, writing and spelling. The practice stage will often be teacher led and used as an assessment opportunity to identify any misconceptions within the class.

Practice

<i>neat</i>	<i>beach</i>	<i>peach</i>
<i>clean</i>	<i>teapot</i>	

The reading practice should incorporate the reading skills taught throughout their phonics lessons; zip, button, segment, blend. Initially, teachers should model what is expected followed by a collaborative, whole class approach.

Practice



The writing should be used to assess the children’s ability to apply their new knowledge within a word/sentence. To begin with, children may just write singular words using the new digraph/trigraph. However, as the children develop, they will require a little more challenge. This can be done by setting sentences for them to write which include tricky troll and fairy words. This will also be a chance for adults to address any misconceptions.

Phonics Lesson Structure

Apply

After the collaborative practice of their new skills and sounds, children will be given a task where they will apply their knowledge independently. You could use a range of activities for this stage and at first is mainly reading based, however, throughout the teaching of a new sound they must be given the opportunity to apply their knowledge to reading, writing and spelling.

Apply

weed

sweet

sheep

meet

feet

bleep

Bingo

All class to play bingo. Split whiteboard into 4 boxes & choose 4 words from the board.

Apply

To Pete,

I had the best evening. Can I tell you all about it?

I went to a theme park. The rollercoaster was extreme! We went up so high. It made my dad feel sick and he had to rest on the concrete floor!

Then, we had Cantonese food for tea. We had egg rolls that made me say, "YUM!" My sister says that Japanese food is better but I disagree.

Will you come with us next time, Pete?

Hugs from,


Eve xxx

Pete Smith,

Flete Street,

Lea,

PR2 4EE



Just like every other stage of a phonics lesson, this is another chance for teacher assessment. Where most children should be able to complete this task independently, there may be an adult-led group if the teacher feels it is necessary to ensure that **all** children are able to access the task.

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Phonics Lesson Structure

Tricky Troll / Fairy Words

In order to distinguish between the two, it is important to remember that tricky troll words are not phonetically decodable whereas fairy words are. All words are part of the KS1 HFW and CEW expectations.

As well as retrieving previously learnt words, a new tricky troll and fairy word will be introduced with every new sound. Similarly to the teaching of a new sound, this gives the children the opportunity to systematically develop their use of the words through practising and applying it to reading and writing.

Tricky Troll Word: Phase 3

old	don't	have	like
some	come	so	do
you	her	all	they
are	was	my	said

Fairy Words:

and	big	mum	get
had	dad	just	from
will	his	but	him

New word:

one



Can you put it into a sentence with your partner?

New word:

help

again



Can you put it into a sentence with your partner?

Key points when teaching new words:

- Practise reading the word both in isolation and within a sentence.
- Ensure the children can verbally spell the word using letter names (I say, we say, you say...)
- Practise writing the words using their spelling knowledge and ensuring that formations are pre-cursive.
- Try to incorporate new words within other lessons, such as, writing in order to make links and develop understanding of the word.

Assessment

The key point when discussing our approach to assessment within phonics is that the assessment is continuous. We do not believe termly or half-termly assessment is effective when it comes to ensuring that the children are developing their phonics knowledge consistently. By continuously assessing phonics, we aim to address misconceptions and close gaps before they are embedded.

Assessment Technique

Within KS1 phonics we use a range of assessments. First of all, we assess the children’s ability to identify the different graphemes in isolation using flashcards.

	Phase 3 Phonics Tracking: CLASSNAME –																				
Name:	ch	sh	th	ee	ai	or	oa	oo	er	ur	ow	oi	ar	oo	ng	qu	ck	igh	ure	ear	air
Child 1																					
Child 2																					
Child 3																					
Child 4																					

We then assess their reading skills of segmenting and blending. For this, we ensure that children from Reception and Year 1 get assessed every half term based on practise phonics screening papers to identify children with gaps and support all. The children are also exposed to alien words, which do not make sense. These are used within assessments in order to prepare the children for their upcoming Phonics Screening Check in Year 1.

As well as this, we assess their progress with tricky troll and fairy words. The children are assessed initially with flashcards of the words. Any gaps are addressed within subsequent lessons and interventions.

This assessment approach will continue into KS2 for the children that need it. Children that do not pass the Phonics Screening Check will automatically be given intervention in order to address their needs and these target children will be assessed by a previous Phonics Screening Check past paper in order to identify gaps and skills/ sounds that still need to be embedded. Once these target children have passed a paper, they will be closely monitored to ensure they are secure with their phonics knowledge.

Interventions

The continuous phonics assessments will inform daily interventions within classrooms. These interventions will be built on the use of a range of resources and will depend on the targeted areas needed to cover.

Phonics Across The School

KS2

At the beginning of each academic year, using previous data and teacher judgement, staff must carry out a baseline assessment of the children identified to need targeted phonics support. This will follow the same structure as mentioned in the assessment section. It is then the responsibility of the staff within the class to ensure that the children receive the support they need. In order for interventions to make an impact, they should be delivered at least twice a week.




Structure of KS2 interventions:

- Retrieval - a quick paced flashcard activity to retrieve previously taught sounds. These should include sounds that the children are secure with as well as recently revisited sounds that were targeted.
- Teach - depending on the situation, this is where you should reteach sounds that children are not familiar with. It may be that you choose one sound to focus on or a few.
- Practice - children should then be given a chance to practise, with support. Each class will have a bank of laminated phonetically decodable words that the children can use to practise their segmenting and blending skills. They should be encouraged to use the process of zip, button, segment, blend.
- Apply - children are then given the chance to apply their skills through reading and writing. This may alternate between the interventions with a different focus each day. Staff should use this as a chance to assess whether the children have been able to apply the sounds and skills which will subsequently inform the next interventions.

Provisions for daily use

There are a number of phonics resources that can be used within the classroom on a daily basis in order to support learning within other subjects. These include:

- ☐ Phonics sound mats for the different phases
- ☐ Colour coded alternative digraph flashcards (useful display)

Phase 3 Phonics Mat				
	ch	sh	th	ng
				
ai	ee	igh	oa	oo
				
ow	ar	or	ur	oo
				
oi	ear	air	ure	er

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn
Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

Phase 5a Phonics Mat				
	ay	ou	ie	ea
				
oy	ir	ue	aw	wh
				
ph	ew	oe	au	ey
				
a-e	e-e	i-e	o-e	u-e

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn
Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

Phonics Screening Check Prep

Year 1

Baseline phonics' assessments will continue throughout Year 1 so that we can make sure no gaps or misconceptions are missed.

The children will also begin to have Phonics Screening preparation lessons. Each lesson will include the following:


- A chance to retrieve digraphs/trigraphs in isolation;
- Practise and applying the “zip, button, segment and blend” approach when reading real and alien words;
- Applying their phonics' skills independently within an activity.

Teach

Alien Words!

These words will always have a picture of an alien next to them so that you know they will sound funny!

ept



Practice

ZIPS, SOUND, SEGMENT, BLEND.

chum

Look for graphemes first.

Phonics Activity Mat 2

Read these words to a friend.

steck	
shrill	
quoop	
start	
sneep	
blank	
whame	
newt	
joush	
sandpit	

Write the real words next to the chest and the nonsense words next to the bin.

gulp	kift	lamp	plum
windmuk	vand	fact	klain

Circle all of the words that contain the **igh** trigraph.

slight	tree	shark	high
cross	time	fight	peaks

Add the sound buttons to these words.

wheel	spring	painter
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Write the missing sounds in these words.

Y ____ip

____op

____ell

____ick

cl ____d

p ____

c ____ns

sn ____k

b ____n

c ____b ____

Write a word that contains **ear**.

Target children identified within the class will be sent packs that are specific to their needs, for example, if they have a range of digraphs that they are not secure on, these can be included specifically with words to apply