



Phonics at Kingshill

Phonics is an essential strategy for learning to decode words and our aim is to ensure all children at Kingshill read proficiently and become life-long readers. Phonics is a key part of this as it enables children to decode automatically over time and become fluent readers. We believe that it is everyone's responsibility to teach children to read. Phonics also teaches children to spell by segmenting words into their phonemes. At Kingshill, we recognise that phonics and spelling are intertwined. Therefore, phonics is present in all year groups across the curriculum.

Phonics at Kingshill is taught following Letters and Sounds (see overview of Letters and Sounds at end). We also follow the National Curriculum spelling appendices.

When teaching phonics, we always use the correct technical vocabulary with the children.

Glossary

Phoneme = the sound a letter makes

Grapheme = the visual representation of the sound Shwa = the 'uh' noise when a consonant is mispronounced e.g. 'buh' instead of b.

Digraph = two letters that make one sound e.g. ar or ch

Trigraph = three letters that make one sound e.g. igh

Quadgraph = four letters that make one sound e.g. eigh

Split digraph = two letters that make one sound but that are separated by a consonant e.g. i-e in like

Consonant cluster = multiple consonant phonemes that blend together at speed e.g. spr. These are not phonemes in themselves like digraphs they are a combination of phonemes.

Common exception words = words that you do not use phonics to decode. We use the term tricky words with children.

At Kingshill, we use the following tools to support children’s phonics learning:

- Jolly Phonics actions
- Sound buttons (. for a single letter grapheme, - for a digraph/trigraph and two dots joined by an arc under the corresponding letters).

We follow the teaching sequence set out by the Letters and Sounds document:

<p>Revisit and review</p>	<p>We revisit previously taught phonemes and their graphemes. We revisit previously taught common exception words.</p> <p>This may not always include all previously taught phoneme/graphemes. It may include just those that the children need to revisit and become secure on.</p> <p>What is revisited will depend on the content children need to go over again.</p> <p>During this time, teachers review children’s learning and make formative assessments. This may result in children needing further intervention, repeating the content the following day, addressing misconceptions etc.</p>
<p>Teach</p>	<p>Children are introduced to the new phoneme/grapheme. There should be opportunities for the children to practise saying the phoneme to practise the shapes that need to be made by their mouths. Jolly Phonics actions are introduced (or revisited if an alternative grapheme). Children are given opportunities to identify the phoneme, see it in the context of words (context for words included), form the letters of the grapheme. Teachers model writing the grapheme in a way which produces the letters e.g. writing on a board.</p> <p>New common exception word is introduced and taught.</p>
<p>Practise</p>	<p>Blending: Children practise sounding out the individual phonemes in a word and blending them together to read. During this time, we emphasise that phonics helps us blend sounds to read words. E.g. t-a-p [Symbol] tap. Sound buttons are used to identify the phonemes/graphemes in the word. Words are always taught in context by using pictures, objects, saying words within a sentence, discussing children’s existing knowledge of the word, putting words into the context of children’s lives.</p> <p>Segmenting: Children practise splitting a word into its phonemes e.g. tap [Symbol] t-a-p. Children then practise writing the graphemes that correspond with the phonemes. Children use their knowledge of phoneme/grapheme correspondence to do this. Children may use strategies such as counting phonemes to support themselves.</p>
<p>Apply</p>	<p>Children apply their knowledge of the new phoneme/grapheme and the new common exception word to sentences. This may be through dictation work, reading sentences, reading or writing captions.</p>

Year R

In Reception, phonics is taught whole class every day for 20 minutes. New phoneme/graphemes are introduced daily. Phonemes/graphemes may be revisited to embed children's understanding. The complete teaching sequence of Revisit and Review, Teach, Practise, Apply is taught every day. Additional adults may support specific children to enable all to access the learning. The teaching sequence may not always be taught in its entirety each day in Reception. It may be taught across several days in order to embed children's understanding more fully. Phonics is also present within continuous provision.

Children who are currently behind their peers/do not have secure knowledge of the grapheme/phoneme correspondence (GPC) taught during the phonics session have speedy intervention to address this. This may be with the class teacher or teaching assistant. The intervention will be focussed on the gaps in children's knowledge. In line with a graduated response, this intervention will occur as needed within the classroom provision of Quality First teaching. Some children may need regular intervention if they are working at a level behind their peers. If a child is working significantly below their peers ie more than one academic year behind their peers having had quality first teaching, then further advice should be sought from the SENco

Year 1

In Year 1, phonics is taught whole class every day for 20 minutes. New phoneme/graphemes are introduced daily. However, this may vary depending on the children's understanding and the complexity of the new phoneme/grapheme. The complete teaching sequence of Revisit and Review, Teach, Practise, Apply is taught every day. Additional adults may support specific children to enable all to access the learning.

Pseudo words are introduced to children in Year 1. This will form part of the practising section of the teaching sequence.

Phonics is also taught outside of the phonics session. It is modelled across the entire curriculum e.g. when writing, vocabulary in topic. Children are given opportunities to further apply their phonics outside of the phonics session. The skills of segmenting and blending can be modelled any time during the school day.

Children who are currently behind their peers/do not have secure knowledge of the phoneme/grapheme taught during the phonics session have speedy intervention to address this. This may be with the class teacher or teaching assistant. The intervention will be focussed on the gaps in children's knowledge. Some children may need regular intervention if they are working at a level behind their peers. Others may need 'one off' intervention to address a specific gap in knowledge.

Year 2

In Year 2, phonics/spelling is taught whole class every day for 20 minutes. Year 2 follow the same teaching sequence of Revisit and Review, Teach, Practise, Apply. However, in Year 2, the new content may be a spelling rule opposed to a new phoneme/grapheme depending on the point in the curriculum. Children will then practise reading and writing the new spellings rule and applying it to sentence work. Additional adults may support specific children to enable all to access the learning.

Phonics is taught outside of the phonics session. It is modelled across the entire curriculum e.g. when writing, vocabulary in topic. Children are given opportunities to further apply their phonics outside of the phonics session. The skills of segmenting and blending can be modelled any time during the school day.

Children who are currently behind their peers/do not have secure knowledge of the phoneme/grapheme taught during the phonics session have speedy intervention to address this. This may be with the class teacher or teaching assistant. The intervention will be focussed on the gaps in children's knowledge. Some children may need regular intervention if they are working at a level behind their peers. Others may need 'one off' intervention to address a specific gap in knowledge.

KS2

In KS2, phonics may not be taught as a whole class lesson. This may vary depending on the needs of individual classes. However, phonics will be modelled across the curriculum as a strategy for reading and spelling.

Individual children may need additional phonics provision to support their reading or spelling. In the first instance, this is to be done in class through resources and explicit teaching from the teacher or teaching assistant. This may escalate to a phonics intervention group taking place.

Environment

All classrooms YR – 3 will display known phonemes/graphemes so that children can refer to them as well as known common exception words.

Resources

All classes will have resources available to children to support them with applying their phonics knowledge. This includes KS2. E.g. sound mats.

PROGRESSION OF PHONICS

Phase	Knowledge and Skills	High Frequency Words Decodable Tricky
<p style="text-align: center;">Phase 1 Reception Autumn 1</p> <p>The overarching aim is for children to experience regular, planned opportunities to listen carefully and talk extensively about what they see, hear and do.</p>	<p>This phase is split into 7 aspects that are explored and developed through games.</p> <p>Aspect 1: General sound discrimination - environmental sounds</p> <p>Aspect 2: General sound discrimination - instrumental sounds</p> <p>Aspect 3: General sound discrimination - body percussion</p> <p>Aspect 4: Rhythm and rhyme</p> <p>Aspect 5: Alliteration</p> <p>Aspect 6: Voice sounds</p> <p>Aspect 7: Oral blending and segmenting</p>	<p style="text-align: center;">N/A</p>
<p style="text-align: center;">Phase 2 Reception Autumn 1 and 2</p> <p>The purpose of this phase is to teach at least 19 letters and move children on from oral blending and segmentation to blending and segmenting with letters.</p> <ul style="list-style-type: none"> • Read and spell VC and CVC words • Read two-syllable words and simple captions 	<p style="text-align: center;">Simple Graphemes for Phonemes</p> <p>Set 1: /s/ /a/ /t/ /p/</p> <p>Set 2: /i/ /n/ /m/ /d/</p> <p>Set 3: /g/ /o/ /c/ /c/ as 'k'</p> <p>Set 4: /c/ as 'ck' /e/ /u/ /r/</p> <p>Set 5: /h/ /b/ /f/ /f/ as 'ff' /l/ /l/ as 'll' /s/ as 'ss'</p>	<p>a an as at if in is it of off on can dad had back and get big him his not got up mum but</p> <p style="text-align: center;">the to I no go into</p>
<p style="text-align: center;">Phase 3 Reception Spring 1 and 2</p> <p>The purpose of this phase is to consolidate and refine skills and teach another 25 graphemes so that the children can represent each of the phonemes with a grapheme.</p> <ul style="list-style-type: none"> • Read and spell CVC words with digraphs and trigraphs • Read and spell simple sentences • Write letters correctly when given an example to copy 	<p style="text-align: center;">Remaining Phonemes</p> <p>Set 6: /j/ /v/ /w/ /x/</p> <p>Set 7: /y/ /z/ /z/ as 'zz' /qu/</p> <p>Consonant digraphs: /ch/ /sh/ Soft /th/ Hard /th/ /ng/</p> <p>Vowel digraphs: /ai/ /ee/ /oa/ Long /oo/ Short /oo/ /ar/ /or/ /ur/ /ow/ /oi/</p> <p>Schwa /er/</p> <p>Vowel trigraphs: /igh/ /ear/ /air/ /ure/</p>	<p>will that this then them with see for now down look too</p> <p style="text-align: center;">he she we me be was you they all are my her</p>

Phase 4

Reception Summer 1 and 2

The purpose of this phase is to consolidate children's knowledge of graphemes.

- Read and spell words with adjacent consonants
- Read and spell polysyllabic words
- Blend confidently
- Starting to read words from sight
- Write most letters correctly

Adjacent Consonants

Simple CVCC: _ft _ld _lf _lk _lp _lt _mp _nd _nk _nt _sk
_st _ct _pt _xt

More CVCC: Consonant digraph Vowel digraph Polysyllabic

Simple CCVC: bl_ br_ cl_ cr_ dr_ fl_ fr_ gl_ gr_ pl_ pr_
sc_ sk_ sm_ sn_ sp_ st_ sw_ tr_ tw_

More CCVC: Consonant digraph Vowel digraph Polysyllabic

CCVCC: bl_ br_ cl_ cr_ dr_ fl_ fr_ gl_ gr_ pl_ pr_ sc_
sl_ sp_ st_ sw_ tr_ tw_ spr_ str_ shr_ _nch Polysyllabic

went it's from children
just help

said have like so do
some come were there
little one when out
what

Phase 5a

Year 1 - Autumn Term

The purpose of this phase 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 the graphemes they already know.

- Decode digraphs and trigraphs quickly
- Choose appropriate graphemes to represent phonemes
- Build word-specific knowledge of the spellings of words

New Graphemes

More Consonant Graphemes: /w/ as 'wh' /f/ as 'ph'

More Vowel Graphemes: /ai/ as 'ay' /ee/ as 'ea' /ee/ as 'ey' /igh/ as 'ie'
/oa/ as 'oe' Long /oo/ as 'ue' Long (y)/oo/ as 'ue' Long /oo/ as 'ew'
Long (y)/oo/ as 'ew' /or/ as 'aw' /or/ as 'au' /or/ as 'augh' /ow/ as 'ou'
/oi/ as 'oy' /ur/ as 'ir'

Split digraphs: /ai/ as 'a_e' /ee/ as 'e_e' /igh/ as i_e /oa/ as o_e
Long /oo/ as 'u_e' Long (y)/oo/ as 'u_e'

don't old I'm by time
house about your day
made came make here
saw very put

oh their people Mr
Mrs looked called
asked could

Phase 5b
Year 1 Spring Term

Alternative Pronunciations for Known Graphemes

Other sounds for vowel graphemes:

a - /ai/ as 'a' /ar/ as 'a' /o/ as 'a'

e - /ee/ as 'e'

i - /igh/ as 'i'

o - /oa/ as 'o'

u - Short /oo/ as 'u' Long /oo/ as 'u' Long (y)/oo/ as 'u'

y - /ee/ as 'y' /igh/ as 'y' /i/ as 'y'

ea - /e/ as 'ea' **ey** - /ai/ as 'ey' **ie** - /ee/ as 'ie' **ow** - /oa/ as 'ow'

ou - Long /oo/ as 'ou' /oa/ as 'ou' **er** - /ur/ as 'er'

Other sounds for consonant graphemes:

f - /f/ as 'gh'

Soft c - /s/ as 'c'

Soft g - /j/ as 'g'

ch - /c/ as 'ch' /sh/ as 'ch'

Phase 5c
Year 1 Summer 1

Summer 2

- Consolidation of prior learning to be ready for Phonics Screening (June)

Alternative Spellings For Phonemes

Other spellings for vowel phonemes:

/ai/ as 'eigh' Short /oo/ as 'oul' /u/ as 'o' /air/ as 'ere' /air/ as 'ear'

/air/ as 'are' /ar/ as 'al' /ear/ as 'ere' /ear/ as 'eer' /or/ as 'al' /or/ as 'our'

/ur/ as 'ear' /ur/ as 'or'

Other spellings for consonant phonemes:

/j/ as 'dge' /m/ as 'mb' /n/ as 'gn' /n/ as 'kn' /r/ as 'wr' /s/ as 'st'

/s/ as 'se' /z/ as 'se' /ch/ as 'tch' /sh/ as 'ci' /sh/ as 'ti'

/sh/ as 's' /sh/ as 'ssi'

New phoneme: /zh/ as 's'

Phase 6

Year 2 (throughout the year)

By the beginning of Phase Six, children should know most of the common GPCs. They should be able to read hundreds of words, doing this in three ways:

- Reading the words automatically if they are very familiar
- Decoding them quickly and silently because their sounding and blending routine is now well established
- Decoding them aloud

Double Consonants: /t/ as 'tt' /p/ as 'pp' /n/ as 'nn' /m/ as 'mm' /d/ as 'dd'
/g/ as 'gg' /r/ as 'rr' /b/ as 'bb'

Suffixes: -s -es -ing -ed -ful -er -est -ly -ment -ness -y

Extension

These are the spelling patterns for the children that are confident and ready to move on.

/b/ as 'bu'
/c/ as 'qu' /c/ as 'que'
/g/ as 'gh' /g/ as 'gu' /g/ as 'gue'
/h/ as 'wh'
/m/ as 'mn'
/r/ as 'rh'
/s/ as 'sc'
/s/ as 'ce'
/v/ as 've'
/w/ as 'u'
/z/ as 'ze'
/ch/ as 'ture'
/sh/ as 'sci'
/ngk/ as 'nk'
/zh/ as 'ge' /zh/ as 'si'

/u/ as 'ou' /u/ as 'ough' /u/ as 'our'
/u/ as 're'
/ai/ as 'ae' /ai/ as 'ea' /ai/ as 'ei'
/oa/ as 'ough' /oa/ as 'eau'
Long /oo/ as 'o' Long /oo/ as 'ough'
Long /oo/ as 'ui'
Long (y)/oo/ as 'eu'
/ow/ as 'ough'
/or/ as 'oar' /or/ as 'oor' /or/ as 'ough'
/or/ as 'ar' /or/ as 'a' /or/ as 'ore'
/ear/ as 'ier'
Alternatives for the Schwa phoneme