



Half Acres Primary Academy

The Teaching Of Phonics At Half Acres Primary School

Phase 1

Phase 1 phonics is taught daily in Early Years 1 (Nursery) following the Letters and Sounds scheme of work. This is a fifteen to twenty minute play based lesson that is taught at a fast pace after registration. Planning is differentiated to meet the needs of the children and each staff member has a phonic group to teach and assess.

There are seven aspects of Phase 1 that are covered, these are:

- Environmental Sounds
- Instrumental Sounds
- Body Percussion
- Rhythm and Rhyme
- Alliteration
- Voice Sounds
- Blending and Segmenting.

In Early Years 2 (Reception), these aspects are taught Monday to Thursday. On Fridays children are introduced to the Jolly Phonics songs. Each phoneme is displayed on the IWB as they sing the songs. This is to familiarise them with the songs and actions in preparation for Phase 2.

The teacher/nursery nurse will assess the children to check that they are **tuning into sounds (TIS)**, recalling the sounds they have heard; discriminate between the sounds and describe the sounds they hear. **Listening and remembering sounds (LRS)**. This is how well the children: describe what they see; identify the animals and imitate the sounds; adding new words to their vocabulary and to **Talk about sounds (TAS)**. Can the children identify different sounds and place them in a context; identify similar sounds; make up sentences to talk about sounds; join in the activities and take turns to participate.

Each child has a Letters and Sounds phonic phase 1 assessment record that is updated weekly to reflect the new sounds and vocabulary learnt and achievement and progress is then tracked. Post it notes of what the children have said are written and placed in the children's learning journals.

Phase 2

From Phase 2 onwards there is a common 4 part lesson sequence in phonics:

1. Revisit and review,
2. Teach,
3. Practise,
4. Apply.

Phase 2 is introduced by showing the children flashcards of new and taught letter sounds. Games such as 'Georgie's Gym' and 'Quickwrite' which can be found in the Letters and Sounds document are played to practise oral blending and segmentation.

The children are introduced to a new letter sound daily. When introducing the new letter sound the children sing the Jolly Phonics song with actions to match the flashcard. This builds on their experience in nursery and is a multisensory experience. Other ideas are available in the Letters and Sounds document.

The children then practise blending and segmenting these sounds in words and a phoneme frame and sound buttons are introduced. These words are differentiated to meet the needs of the children within the phonic group.

Children are taught to read high frequency words (HFW) which are shown on flashcards. When children begin working in Phase 2 HFW are given to children to take home to practise reading by sight. The children receive six words and they are assessed and changed weekly. Phonic sounds are also sent home in sets on entry to Early Years 2 (Reception). Children who are struggling to blend and segment receive a word box list to practise blending words in sets. CVC blending and segmenting continues into Phase 3 so children can progress to the next stage even if they have not mastered CVC blending.

Time is then given for children to practise reading or spelling words with the new letter sounds taught. Children's capacity to write letters will depend on their physical maturity. All children are given the opportunity to write with white boards and pens however if they are struggling magnetic letters are used until children have strengthened their motor skills.

At the end of the lesson the children will apply their new skills when reading or writing a caption, this would include one or more HFW and words containing the new letter sound introduced that day.

Phase 3

Phase 3 is introduced by revising the previous graphemes taught (this should only be a small selection of letters matched to the needs of the children). These are on flashcards and are quickly shown to the children. During Phase 3 children also learn to say the names of the letters of the alphabet in sequence through song.

Alongside new graphemes children will also be taught to read new HFW and will be asked to spell previously taught HFW. Like letter sounds, flashcards are used to show the children HFW. The children will then be introduced to a new letter sound daily. When introducing the new letter sound the children sing the jolly phonic song to match the flashcard linking their previous experience in LFS too. Further ideas are given in the Letters and Sounds document.

The children will then practise the skills taught; segmenting for spelling and blending for reading. During phase 3 children are expected to form letters correctly when following a model. They will use a phoneme frame to help segment words for spelling and children are asked to add sound buttons to the words they write. Words are differentiated to meet the needs of the children within the phonic group.

At the end of the lesson the children will apply their new skills when reading, for example they may have to read yes and no questions and find the matching answer, or writing, for example a sentence to match a picture.

Parents receive the high frequency word list at their first consultation day and are asked to support their child in learning to read and spell these words by the end of Early Years 2 (Reception).

Phase 4

This phase last approximately four weeks. There are no new GPCs to learn.

As in previous phases the children will be taught to read new HFW and spell previously learnt words. Phase 4 is primarily concerned with consolidating children's knowledge of graphemes in reading and spelling words containing adjacent consonants (CCVC and CVCC) and polysyllabic words (e.g. lunchbox, desktop).

Phase 5

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 these and graphemes they already know, where relevant. 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.

At Half Acres we acknowledge the strong link between phonics, reading and spelling and we work hard to develop pupils fully in all aspects as part of their literacy development