



How We Teach Phonics

Phonics and Reading are School Development Plan Priority 1 – *To improve the progress and attainment in reading, leading to an increase in the combined outcomes at the end of KS2*

At Kilnhurst Primary School we aim to instil a love of reading in our children through developing their understanding and key reading skills - including phonics and early reading. Children in EYFS and Year 1 access daily phonics sessions which correlate to their phonics level. Every opportunity will be used to immerse the children in a challenging yet supportive environment this may be through: structured phonics lessons, phonics interventions, 1:1 early reading sessions (particularly for our slowest progress children), whole class reading sessions and through quality story sessions. We understand that the balance between these approaches is key to the development of enthusiastic and capable readers and, as such, strive to ensure children can focus on applying their phonics knowledge in reading while enjoying stories beyond their reading ability being shared with them both in school and at home. Phonics can also be seen throughout the school day in other curriculum areas in EYFS and KS1 in an afternoon as well as through the use of ICT (SeeSaw, PhonicsPlay, YouTube videos, Alphablocks). At Kilnhurst we ensure every child is successful, regardless of background, needs or abilities.

Planning

This in the form of a Word document. It contains the following information in line with the Letters and Sounds document: introduction, revisit and review, teach, practise and apply. **See Appendix 1**

Structure of a Phonics Session

Daily phonics sessions are streamed based on the children's current phonics stage from foundation stage 1 to year 2. Additional phonics sessions are provided on a 1:1 or small group interventions basis where needed.

For a phonics week, sessions on a Monday to Thursday will focus on a different phoneme and letters each day (**See Appendix 2 and 3**). On a Friday, a tricky word will be taught though the children will still revisit the phonemes and letters that they have been taught that week. Daily feedback is given verbally during each session and children will be tested weekly to assess their retention of the phonemes and letters taught. Extra interventions will be provided daily by staff to fill any gaps in learning.

What our Phonics sessions contain at Kilnhurst:

- Revisit and review: Practise recently and previously learned phonemes and letters, oral blending and segmentation.
- Teach (Monday – Thursday): Teach a new phoneme, blending and /or segmentation with phonemes. This will be taught using robot talk and using phoneme buttons and phoneme bars.
- Teach (Friday): Teach a new tricky word.
- Practise: Practise reading and/or spelling with the new letter. This will be taught with whiteboards, magnetic letters or phonically appropriate texts.
- Apply: Read or write a caption (with the teacher) using one or more high frequency words and words containing the new letter.

High quality phonics sessions will be delivered at 9:30-9:45 in EYFS and at 11:00-11:20 in Year 1.



Shared Vocabulary

In order to ensure consistency for children learning phonics throughout school, we use these terms in all classes and interventions teaching phonics:

- robot talk – using a robotic voice to segment words
- segment – breaking a word into its phonemes or sounds (clash = c – l – a – sh)
- blend – speaking sounds quickly together until they resemble a word
- phoneme buttons – dots are used to show sounds made by a single letter
- phoneme bars – lines are used to show a sound made by multiple letters
- phoneme – a single sound (and be made of one or more than one letter)
- digraph – a sound written as two letters
- trigraph – a sound written as three letters
- letter – a shape used in writing
- letter name – the word we use to call letters (not representative of their sound)

We model pure sounds and insist that children use these to aid in segmenting and blending accurately. Voiceless sounds do not have the added “uh” sound so “t” is not pronounced “tuh”.

Resources

- Phonics Play
- Flashcards
- Whiteboards
- Notebook
- PowerPoint
- Seesaw
- Magnetic letters
- Alphablocks
- Phonically appropriate texts.

Expectations for Evidence

- Phonics sessions will mainly be recorded on whiteboards which enables staff to give timely verbal feedback to address any misconceptions or errors.
- Evidence produced by children will be seen on **at least 1 occasion** per week in EYFS and **at least 2 occasions** in KS1.
- This evidence will mainly be in the form of planning, assessment for same day intervention and notes e.g. key words that have been shared in the session or through captions.
- Differentiation seen through grouping of children in specific phases (adult support, pupil outcomes, tasks set, monitoring, planning and same day intervention).

Assessment for Learning

- Learning objectives are to be taken from the Letters and Sounds document.
- Assessments are to be made weekly against the learning objectives for the weekly sessions.
- Children’s understanding of the learning objective are to be assessed throughout the session by staff. This may also include self or peer assessment where appropriate.
- Teachers and teaching assistants are to feed back to the children instantly within the session and in a follow up session where appropriate. In KS1, children may act upon this feedback by using their green pen.
- Children who are not keeping up with their group-mates will be offered additional support in an afternoon.



Role of the teacher

- To produce planning and resources for the week's streamed sessions, which will be saved on the staff site.
- To share planning with TAs – especially if TAs are running phonics sessions.
- To ensure the subject knowledge of the teaching assistants is appropriate for the skills being taught.
- To plan a range of interesting and engaging phonics activities for children.
- To model phonics skills and early reading in opportunity throughout the day.
- To celebrate successes in phonics and early reading for all children within the class.
- Teachers will ensure accurate assessments are carried out by all adults in the room.
- To provide daily feedback during each session.
- To assess weekly their retention of the phonemes and letters taught.
- To plan and resource interventions daily to fill any gaps in learning.

Role of teaching assistant

- To support children on phonics and early reading activities
- To support key children in whole class phonics lessons.
- To teach streamed phonics planned and resourced by the class teacher.
- To deliver timely phonics interventions
- To ensure all children are on task.
- To offer support to children that they or the class teacher identify to be struggling and provide timely and incisive feedback daily.
- To make assessment notes, which they will feed back to the teacher when appropriate.
- There may be occasions where the teaching assistant will benefit from listening to the teacher input with specific groups. In these situations they will make notes to help to support the children on another occasion.

Subject knowledge- monitoring- CPD.

- Teachers and support staff to observe best practice within the school, MAT and other authorities/trusts.
- English lead and SLT to do termly Phonics audit.
- To work closely with the English Hub to develop phonics and early reading.

The English lead and EYFS/KS1 staff will support staff through:

- Sharing good practice
- Encouraging staff to take a proactive approach to embrace peer critique/development
- Supporting teachers in their planning
- Monitoring the implementation of the policy
- Providing timely and constructive CPD based on staff areas for improvement
- Collaboration with other schools within and outside of the MAT
- Reading articles and reports that explain the most effective approaches to teaching of phonics and early reading.

To be reviewed annually.

Next review July 2021.



Appendix 1

	Phonics planning
EXPECT THE BEST	GIVE THE BEST
	BE THE BEST

AUT1 WK3	Monday	Tuesday	Wednesday	Thursday	Friday
Introduction <i>Objectives and criteria for success</i>	To recognise the phoneme and grapheme s. To know the tricky words "I".	To recognise the phoneme and grapheme a. To know the tricky words "I".	To recognise the phoneme and grapheme t. To know the tricky words "to".	To recognise the phoneme and grapheme p. To know the tricky words "to"	To confidently recognise the phoneme and grapheme s, a, t, p. To know the tricky words "I" and "to"
Revisit and review Practise recently and previously learned letters or graphemes Practise oral blending and segmentation		Recap the letter s Air write it Say in different ways Find the odd one out- in the bag Recall the tricky word "I"	Recap the letter s and a Air write it Say in different ways	Recap the letter s, a and t Air write it Say in different ways Recall the tricky word "to"	Recap the letter s, a, t and p Say in different ways
Teach Teach a new letter Teach blending and /or segmentation with letters Teach one or two tricky words	Introduce the phoneme s and show the grapheme. Air write. Show children the tricky word "I"	Introduce the phoneme a and show the grapheme. Air write.	Introduce the phoneme t and show the grapheme. Air write. Show children the tricky word "to"	Introduce the phoneme p and show the grapheme. Air write.	Trick word Friday- Sort words into 2 hoops- to and I
Practise Practise reading and/or spelling with the new letter	Show puppet and his magic bag. Question children why is this object in the bag. - it begins with s	Help puppet find the objects on a tray beginning with a - ant, apple, ambulance, arrow	Show puppet and his magic bag. Question children why is this object in the bag. - it begins with t + odd one out	Adults to draw objects beginning with p- why are we drawing the objects What do they start with Children to help read the list	Write to and I in chalk on the floor outside
Apply Read or write a caption (with the teacher) using one or more high frequency words and words containing the new letter	Read the sentence I can see a snake.	Read the sentence An ant on g arrow.	Robot talk and read the words- at, sat	Robot talk and read the words- pat, tap	Read sentence I went to the shop

Appendix 2

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Baseline				
Week 2	Baseline				
Week 3	S	A	T	P	Is, it
Week 4	I	N	M	D	In, at
Week 5	G	O	C	K	And, the
Week 6	CK	E	U	R	To, no
Week 7 - Assess	H	B	F	FF	Go, I
Week 8	L	LL	SS		The
Week 9	Blending and Segmenting Focus- Rhyming				
Week 10 - Blending and Segmenting Focus	S	A	T	P	Is, it
Week 11	I	N	M	D	In, at
Week 12	G	O	C	K	And, the
Week 13	CK	E	U	R	To, no
Week 14 - Assess	H	B	F	FF	Go, I
Week 15	L	LL	SS		The
Week 16					
Week 17	J	V	W	X	he, she
Week 18	N	Z	ZZ	QU	we, me
Week 19	CH	SH	TH	NG	be, was
Week 20	AI	EE	IGH	OA	And, my
Week 21 - Assess	OO	OO	AR	OR	You, they
Week 22	UR	OW	OI	EAR	her all
Week 23	AIR	URE	ER		are
Week 24	Blending and Segmenting Focus- Rhyming				
Week 25	Blending and Segmenting Focus- Rhyming				
Week 26 - Recap Phase 3 and Phase 4	J	V	W	X	he, she
Week 27	N	Z	ZZ	QU	we, me

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Expect the Best, Give the Best, Be the Best



Week 28	CH	SH	TH	NG	be, was
Week 29	AI	EE	IGH	OA	And, my
Week 30	OO	OO	AR	OR	You, they
Week 31	UR	OW	OI	EAR	her all
Week 32	AIR	URE	ER		are
Week 33	Revisit sounds				
Week 34					
Week 35					
Week 36					
Week 37					
Week 38					

Appendix 3

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 -	j	v	w	x	He
Week 2	n	z	zz	qh	She
Week 3	ch	sh	th	ng	We
Week 4	ai	ea	igh	oa	Me
Week 5	oo	oo	ar	or	Be
Week 6	ur	ow	oi	ear	Was
Week 7	air	ure	er		You
Week 8 - Assessment	Revisit Phase 3 sounds through games.				
Week 9	Revisit phase 3 and 4 gaps				
Week 10					
Week 11	ay	oh	ir	er	They
Week 12	oy	ik	ur	ur	All
Week 13	aw	wh	ph	ew	Are
Week 14	ew	oa	au	ek	My
Week 15	ur	ur	ir	er	Her
Week 16	ur	split digraphs mixed	split digraphs mixed	split digraphs mixed	Have
Week 17 - Mock Phonics Screen	Phase 5 phonics games Tricky word - like				
Week 18	Revisit weak sounds				
Week 19	Tricky words – so, do, some				
Week 20					
Week 21 - Assess					
Week 22	Revisit weak sounds				
Week 23	Tricky words – come, said, were				
Week 24					
Week 25 - Assess					
Week 26	Revisit weak sounds				
Week 27	Tricky words – there, little, one				
Week 28					
Week 29- Assess					
Week 30	Split digraphs				When
Week 31					what
Week 32	Revisit weak phonemes				
Week 33	Tricky word – out				
Week 34					
Week 35	Phonic Screening				
Week 36	Re-visit tricky words in captions.				
Week 37	Re-visit weak phonemes – assess for Y2				
Week 38					