



Phonics non-negotiables 2022



How do we teach phonics at Red Oaks?

We follow our bespoke **phonics roadmaps** for progression and coverage using **visual phonics** and **Supersonic Phonic Friends** as a hook for the children. Phonics is taught daily in EYFS and KS1 building up to an hour of phonics teaching by the end of Reception.

- FS1 Nursery- Firm Foundations in Phonics 1
- FS2 Reception- The Basics 2, The Basics 3 & The Basics 4 (pre-cursive resources)
- Year 1- The Basics 4 & The Higher Levels 5 (cursive resources)
- Year 2- recap of the basics followed by Suze's Spelling Rules (cursive resources)

Planning & lesson structure

We use our own weekly planning format and use Supersonic Phonic Friends for visual consistency and hooks. Pupils must have active lessons (TEEP) and chances to apply their knowledge. Flashcards are used at the start of every lesson to recap the daily learning. Common exception words are mapped out and taught inline with the road maps.

Steps in teaching:

- Listen with Len
- Segment with Seb and Blend with Ben
- See it with Sam
- Segment with Seb and build with Bill
- Read with Rex
- Write with Ron









Consistent Actions

When segmenting a word, we chop the air to represent the phonemes, moving outwards.

When blending sounds, we move our hands inwards, (without clapping) saying the whole word clearly.

Characters and phrases (all of these are signed in BSL)

	<p>Listening Len Listen with Len so you don't need a pen What can we see in the phonics TV</p>		<p>Writing Ron We hear the sounds in our words really well. We look at our mats to see and spell. If in doubt, sound it out Write with all our might</p>
	<p>Segmenting Seb A super segment and brilliant blend help us to read the word at the end</p>		<p>Non-sense Nan Absolute nonsense</p>

	<p>Blending Ben A super segment and brilliant blend help us to read the word at the end</p>		<p>Tricky Tess</p>
	<p>Building Bill</p>		<p>Switch it Mitch Switch it spell sounds</p>
	<p>See it Sam My turn, our turn, your turn The spelling for the sound <i>It's two letters, it's one sound, it's a digraph</i> <i>It's three letters, it's one sound, it's a trigraph</i></p>		<p>Choose to use Suze Look at the pattern, let's be cool, let's find out the choose to use rule</p>
	<p>Reading Rex A super segment and brilliant blend help us to read the word at the end If in doubt, sound it out Let's read with speed</p>		
	<p>Cheeky sneaky Sid</p>	<p>What have we learnt today?</p>	

Sound buttons

A single grapheme making its first phoneme: a (apple)

A digraph making its most common phoneme: ch (church)

A trigraph making its first phoneme: igh (light)

A split vowel digraph: ie (bike)

A grapheme making a long vowel: a (acorn) y (funny)

A digraph making a short vowel: ea /e/ (head)

When the grapheme is familiar but making an alternative phoneme – identify by using a different colour- using the codes above: g /j/ (gerbil)

If it is a new grapheme making a familiar sound, identify with a different colour but using the code above: se /s/ (house)

Assessment

Children will be assessed weekly and the assessment spreadsheet will be updated and used to identify any gaps or focus children or sounds for interventions. Inform children's book band. Weekly assessment will show the children who are emerging, developing or secure in each phase.

By the end of Year 1, the Government expects children to have reached a pass mark of 32/40 in their phonics screening check. This check is made up for 20 real words and 20 pseudo words which children are expected to decode. The test takes place in June. Children who do not reach the expected standard will be re-tested in June of Year 2. Mock phonics screening checks will be carried out in school in T2, T3, T4 and T5. To be on track children are expected to score:

Term 2	16/40
Term 4	25/40
Term 5	33/40

Booster groups

Weekly assessment will show the children who are emerging, developing or secure in each phase. This will allow teachers to refer to the phonics road map where 'booster groups' (interventions) are mapped out.

In addition, pre and post teaching allows AFL for any children who haven't grasped the GPC in that lesson. This should stop a large gap between children's attainment occurring and catch children before they need the interventions on the road map.

Parents should be informed if their child is in a booster group for phonics and support sent home.

Parent newsletters

Weekly parent newsletter shared on Class Dojo and paper copy handed out weekly.

Phonics workshops

This will be held by the Foundation Stage Team in September and an additional open workshop by the Phonics lead in the Spring term.

