

# The Beacon CE Primary School

## Phonics Handbook



*Learning Together, Following Jesus*

*Jesus said, "I am the light of the world. Whoever follows me will have the light of life."*

*John 8:12*

(Updated September 2021)

# The Beacon CE Primary School

## Phonics Handbook

At The Beacon CE Primary School we strive to ensure that all children become successful, fluent readers by the end of Key Stage One and believe this is achievable through a combination of strong, high quality, discrete phonics teaching combined with a whole language approach that promotes a 'Love of Reading' culture.

We believe that high quality teaching of phonics is the key to developing independent readers and this is given the highest priority. We want 'every child to be a reader' and we implement a rigorous and sequential approach to developing speaking and listening and teaching reading, writing and spelling through systematic phonics.

This handbook is aimed at reinforcing a consistent, high quality approach to the teaching of phonics across the Early Years Foundation Stage, (EYFS,) Key Stage One and on into Key Stage Two for children who still need this further support.

### Pedagogy Overview of Phonics:

Phonics is a way of teaching children to read quickly and skilfully. Children are taught how to:

- recognise the sounds that each individual letter makes;
- identify the sounds that different combinations of letters make such as 'sh' or 'oo'; and
- blend these sounds together from left to right to make a word.

Children can then use this knowledge to decode new words that they hear or see.

### Our School Aims:

- To teach children aural discrimination, phonemic awareness and rhyme awareness to support application into reading and writing.
- To encourage repetition and consolidation, so that decoding and the skills of segmenting and blending are automatic.
- To encourage children to segment and blend as a way into fluent and automatic reading, writing and spelling.

### We want our children, regardless of their background, needs or abilities to:

- To learn to read and write all 44 graphemes in the English language.

- *To learn specific strategies to help them remember common exception words.*
- *To experience teaching of phonics which is lively, interactive, multi sensory and investigative.*
- *To apply their phonic skills in all areas of the curriculum.*

## Teaching and Learning in Phonics at The Beacon CE Primary School

At the Beacon Primary School we follow the Read Write Inc programme to teach phonics and reading in Reception and into Key Stage 1. Our 2-3 Room and Nursery children are immersed in phonics using the Letters and Sounds phonics programme, focusing on Phase 1 and working through the seven Aspects. Both programs are supported by staff using elements of Read Write Inc; this is used to support the effective delivery of phonics sessions to cater for all our children's needs. Our main aim is that our children develop their phonological awareness, to deepen their knowledge of blending and segmenting and reading the Common Exception Words so that they become fluent readers.

### **Read Write Inc Principles**

We have five core principles to teaching and learning. Teacher must:

- Purpose – Know the purpose of every activity and share with the children
- Passion – Be passionate about teacher to engage children
- Pace – Teach at an effective pace
- Participation – Ensure every child participates throughout the lesson.
- Praise – Praise effort and progress (not ability)

### Read Write Inc

#### **Reading**

In Read Write Inc. Phonics teaches children to read accurately and fluently with good comprehension. Children learn the English alphabet code: first they learn one way to read the 40+ sounds and blend these sounds into word, then learn to read the same sound with alternative graphemes. They experience success from the very beginning. Lively phonics books are closely matched to their increasing knowledge of phonics and 'tricky' words and as children re-read the stories, their fluency increases.

Children will take home a Read Write Inc. Book Bag Book which are engaging texts to support children with additional reading practice outside the classroom. The books are uniquely matched to the existing Read Write Inc. Phonic Storybooks to reinforce children's learning of phonics at the appropriate level, helping them to make even faster progress in reading.

#### **Writing**

The children write several times a week, rehearsing out loud what they want to say, before spelling the words using the graphemes and 'tricky' words they know. They practice handwriting: sitting at

a table conformably, they learn correct letter formation and how to join letters speedily and legibly. All children have their own Read Write Inc. Phonics Book in which they work in from the start of the Read Write Inc Programme.

### **The Order of Teaching Sounds**

Individual sounds are called 'speed sounds' – because we want your child to read them effortlessly. All children are entry assessed and put into broad Speed Sound Groups for the first four weeks on the school term.

#### Set 1 Speed Sounds

Set 1 sounds are the initial letter sounds. They are taught in the following order:

m, a, s, d, t, l, n, p, g, o, c, k, u, b, f, e, l, h, sh, r, j, v, y, w, th, z, ch, qu, z, ng, nk

#### Set 2 Speed Sounds

There are 12 Set 2 'speed sounds' that are made up of two or three letters, which represent just one sound, e.g. ay as in play, ee as in tree and igh as in high.

When children learn their Set 2 sounds they will learn: the letters that represent a speed sound e.g. ay, a simple picture prompt linked to the 'speed sound' and a short phrase to say e.g. may I play.

Every speed sound has a list of green words linked to it, so your child can 'sound out' and 'sound blend' words containing the new speed sounds they have just learnt, for example s-p-r-ay = spray.

Set 2 speed sounds are taught in the following order:

ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy

#### Set 3 Speed Sounds

When learning their Set 2 speed sounds they will be taught that there are more ways in which the same sounds are written, e.g. ee as in tree and ea as in tea.

Set 3 speed sounds are taught in the following order:

ea, oi, a\_e, i\_e, o\_e, u\_e, aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure, tion, tious/cious

### **Fred Talk**



Fred the Frog helps children read and spell. He can say the sounds in words, but he can't say the whole word, so children have to help him. The help children read, Fred (the teacher) says the

sounds and then children say the word. Example: Fred says c-a-t, children say cat, Fred says -ligh-t, children say light

### **Fred Fingers**



Fred Fingers are used to spell Green words in both the Speed Sounds Lessons and in Yellow, Blue and Grey Get Writing Books. Children say the sounds as they press the sounds onto their fingers. In Speed Sound Set 1 Lessons, the teacher tells the children how many fingers they will need to show. In Speed Sounds Sets 2 and 3 and in Yellow, Blue and Grey Storybooks, children count the number of sounds in the word and then show the corresponding number of fingers.

### **Fred in your head**



Once children can sound out a word, we teach them to say the sounds in their heads. Hold up the word to give children time to mime the sounds, and then push the word forward as a signal to say the word together, until they can say the word straight away. We show them how to do this by:

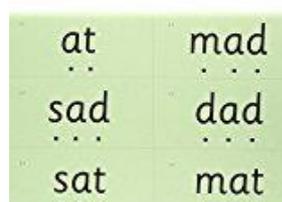
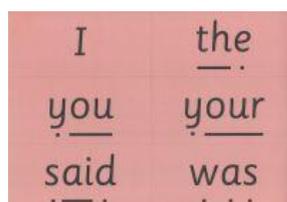
1. Whispering the sounds and then saying the whole word
2. Mouthing the sounds silently and then saying the whole word
3. Saying the whole word straight away

### **Spelling with Fred Fingers**

Children are taught to use their fingers to help them write words. Children will say a word out loud and then break it down into its individual sounds using their fingers. So, if a word has three sounds in like dog, d-o-g or ship, sh-i-p the children will hold up three fingers. If the word has four sounds in, the children hold up four fingers. The children then 'pinch' each finger as they say the sounds they need in the word. This supports them when writing words as they write a letter that represents each sound.

### **Red and Green Words**

Red word cards feature common words with an uncommon spelling, e.g. ai in said. Green word cards are used in speed sounds lessons, for children to practice words blending for reading.



## **Nonsense Words / Alien Words**

As children develop their skills, we want them to be able to apply their knowledge of sounds and decoding skills to read any unfamiliar word, whether it is real or nonsense. During lessons, children have opportunities to practice their decoding skills by sounding out the letters in 'Alien words'. This shows us that children are using their decoding skills and not relying on existing knowledge of real words. This is an important part of the Phonic Screening Test which children complete at the end of Year 1.

## **Word Time Lessons**

Once the children have learned a few initial sounds, they can begin to blend the sounds together to read real words in a Word Time session. Each word time session involves oral blending the sounds the children have learned and know. Children have opportunities to practice Fred talking the words until they become able to read them on sight. Ditty lessons follow on from this, the children go from reading single words to whole sentences.

## **Story Book Lessons**

Once children are reading whole sentences, children move into storybooks. These storybooks are closely matched to their developing phonic knowledge. All storybook consist of green words, linked to the sounds the children have been learning. Red words (words that are not decodable) and also challenge words which support the children's developing vocabulary. The child practice these words individually ad then can apply this knowledge when seeing them in the context of a story.

### **We teach Phonics as follows:**

#### **2 – 3 Room: (Letters and Sounds)**

Children in our 2 – 3 Room access Phase 1 teaching through Key Person time and provision in the learning environment. All practitioners' segment and blend words regularly to support children's learning and development and opportunities to apply phonics and skills are planned into child initiated and key person group activities. Practitioners mainly focus on Phase 1, Aspects 1 – 6, ensuring that they teach the three strands; Tuning into Sounds (auditory discrimination), Listening and Remembering sounds (auditory memory and sequencing) and Talking about Sounds (developing vocabulary and language comprehension).

### **Nursery: (Letters and Sounds)**

Children work in differentiated groups on a daily basis. They access Phase 1 teaching through short, guided teaching sessions and through provision in the learning environment. Practitioners' segment and blend words (when children are ready) to support children's learning and development and opportunities to apply phonics and skills are planned into child initiated and key person group activities. Practitioners mainly focus on Phase 1, Aspects 1 – 7, ensuring that they teach through the three strands of progression; Tuning into Sounds (auditory discrimination), Listening and Remembering sounds (auditory memory and sequencing) and Talking about Sounds (developing vocabulary and language comprehension). As children become more confident in Phase 1, Phase 2 sounds will be introduced through play based activities.

### **Reception: (RWI)**

Children work in differentiated groups on a daily basis and are taught through Read Write Inc. Phonics skills are also embedded in writing and reading tasks in Literacy sessions. Regular tracking of children's progress takes places through the Sets to inform planning. Our aim is that children will be moving onto pink / purple Storybooks by the end of Reception. By secure we mean letter and sounds correspondence and the application independently into reading and writing.

### **Year 1: (RWI)**

Children work in differentiated groups on a daily basis and are taught through Read Write Inc. Phonics skills are also embedded in writing and reading tasks in Literacy sessions. Regular tracking of children's progress takes places through the Sets to inform planning.

Our aim is that children will be secure in Set 1, Set 2 and Set 3 Sounds and be have made a good level of progression in Storybooks. Children will also have plenty of practise in recognising 'Alien' or pseudo words, in readiness for the Phonic Screening Check and to give them the confidence to read any word. Children should aim to read and write all the common exception words for Years 1. Targeted support is provided for those children identified as under - performers or newly arrived into the country. We provide 'Readers Count' intervention and Reading Recovery.

### **Year 2: (RWI)**

Targeted support is provided for those children who did not meet the required standard in phonics in Year 1, these children will also follow Read Write Inc. We also provide 'Readers Count' and Reading Recovery programmes for some children.

**Readers Count (Intervention):**

*Readers Count is a literacy based intervention which focusses on providing specific support in the areas of phonics, reading and writing. The Every Child Counts programme is accredited and overseen by Edge Hill University. Readers Counts teachers are specially trained to ensure your child's learning is accelerated to narrow any academic gaps between peers.*

## **Parents as Partners**

We are fully committed to developing strong partnerships between home and school. Co-operation and support from parents is paramount if a child is to become a successful and competent reader. It is our policy that children receive two reading books a week (benchmarked level), which support their phonic skills, as well as a Read Write Inc book that children have read during the week. We encourage parents and carers to read at home and comment in children's reading diaries, so there is a clear dialogue between home and school. Our Reception children also have R.E.A.D words in their reading records, so they can practise these skills at home and weekly phonics homework, to support new phonemes learned.

R.E.A.D stands for;

- Read Aloud!
- Energise!
- Action!
- Dance it Out!

Children learn a High Frequency Word a day during the R.E.A.D session so they can develop their skills when automatically reading the High Frequency Words, developing their fluency when reading.

We also provide regular workshops for families to attend to gain a better understanding of what and how we teach at The Beacon CE Primary. We believe that it supports family members to build upon the work we are doing in school, which further supports the children's learning and development.

## **Year 1 National Phonics Screening Check**

All children in Year One will be screened using the National Assessment materials during the summer term. If the children in Year One do not meet the required standard in the screening check they will be retested when they are in Year Two. This data is submitted to the local Authority.

## **Staff development and training**

At The Beacon CE Primary, we are committed to ensuring all our Teachers and Teaching Assistants have access to high quality, up to date training to ensure that provision is of a high quality. This is through 'in house' training, working with the local Authority and having specialist teachers trained on the Readers Count training. Training needs are reviewed on an annual basis as part of our whole school CPD provision and we continue to develop expertise in the teaching on phonics.

## **Assessment**

*In the EYFS and KS1 we assess children's progress on our Phonics assessment sheets for each set and plot the children on a Phonics tracker grid each half term. Children in Year 1 have regular (weekly) opportunities to work on Phonics Screening Check practise papers to identify specific skills or any gaps in learning.*

## **Equal Opportunities**

*At The Beacon CE Primary, the teaching of phonics is in accordance with the present policy for Equal Opportunities. We aim to provide equal access to phonics for those children with Special Educational Needs and those pupils who are very able and require extension activities through small group work, through the support of teaching assistants (where available) and through carefully differentiated activities.*

## **Interventions**

*We are committed to ensuring that specified members of staff are trained on the Readers Count programme. This intervention support children's phonetic learning and development but also develops sufficient expertise in the teaching of phonics and ensures consistency from one year to the next.*

## **The role of the practitioners who teach phonics;**

- *To plan and deliver multi sensory phonic sessions, following the 'sequence of teaching in a discrete phonics session'*
- *Model good practice in use of phonics strategies across the curriculum.*
- *Ensure that classrooms are well stocked with attractive and appropriate resources for the teaching of phonics.*
- *Keep up to date with record keeping and assessment.*
- *Ensure training is kept up to date and relevant to match the needs of groups and individual children they teach.*

## **The role of the Phonics Lead;**

- *To advise the Head Teacher and SLT of any action required (eg resources, standards etc) school and work with them to improve standards of attainment in phonics.*
- *To purchase, organise and maintain teaching resources.*
- *To assist with diagnosis and remediation of learning difficulties / challenge of more able, including G&T and offer specialist advice in supporting these children.*
- *To encourage and lead training for TAs, teachers and parents.*

- *To inform staff about current developments in the subject.*
- *To provide a strategic lead and direction for the subject in the school.*
- *To monitor tracking grids and evaluate progress.*

## *Appendices*

- 1. Letters and Sounds Document*
- 2. SIL KS1 Phonics*
- 3. The Beacon CE Primary School Phonics Planning format*
- 4. Phonics Tracker for Reception*
- 5. Phonics Tracker for Year 1*