

How we teach phonics

- F1 is taught daily in key worker groups. Phase 1 is followed on a 7 weekly rota, with parts of each aspect being included within each week. Phase 2 phonemes are also introduced each week. Children with speech and language delay are worked with daily during play or discrete sessions to help them catch up quickly.
- F2 is taught daily as a whole class.
The lowest 20% of children are supported within the lessons by a TA and also receive extra daily 1-1 phonics sessions in order for them to catch up quickly.
Within F2, phase 2 is taught in the Autumn term, phase 3 is the Spring term and phase 4 during the Summer term. (This is a general pattern of teaching – phase 3 may start at the end of the Autumn term if thought appropriate)
- Year 1 is taught daily as a whole class.
Lowest 20% of children are supported within this session by a TA and receive extra 1-1 phonic support daily.
Phase 4 is recapped quickly during the first 2 weeks of the autumn term then phase 5 is taught throughout year 1.
- Year 2 is taught daily as a whole class.
The lowest 20% of year 2 are supported by a TA and also receive extra 1-1 phonic support daily.
Phase 6 of letters and sounds is followed in conjunction with the schools spelling programme.

Spelling patterns are continuously taught through key stage 2 in conjunction with the school spelling programme.

How we assess phonics.

- **F1:** Children are informally assessed for their ability to orally blend and segment within phonics sessions. Speech and language needs are continuously assessed and addressed.
- **F2 :** During Autumn 1, the lowest 20% are targeted for extra phonic support and are assessed weekly on the set of phonemes taught in extra sessions.
All children are informally assessed during phonics, literacy activities and play. Half termly assessment of phonemes recognised, ability to blend to read and to spell. This data is used to identify children needing extra support, regroupings and phase progression and recaps. Summer 2 – F2's will be tested on a past year 1 phonics check. (tested on first 20 words).
- **Y1:** Lowest 20% are assessed weekly or fortnightly on intervention phonemes.
All children are informally assessed during phonics and literacy. Half termly assessment of phoneme recognition and ability to blend words to read and segment to spell. Data used to plan next phonics steps and target children who need it.

Previous phonics checks are used in Spring 2 and summer 1 to give children an insight to the format of the test and to inform of children who may need extra support.

Year 1 phonics check.

- Y2:** Lowest 20% are assessed weekly or fortnightly on intervention phonemes. All children are informally assessed during phonics and literacy. Half termly assessments on spelling patterns and ability to read and spell words. Data informs children who need support and informs phonics/ spelling teaching. Children who did not pass phonics check in year 1 are assessed as per year 1 children and resit in June.
- In all year groups** through continuous assessment any child who is identified at risk of falling behind is supported with 1-1 bespoke interventions to ensure needs are met.

F1 – phase 1	F2 – phase 2	F2 – phase 3	F2 – phase 4	Y1 – phase 5	Y2 – spelling programme
Aspects 1-7 General sound discrimination of environmental sounds, instrumental sounds, body percussion, rhythm & rhyme, alliteration, voice sounds, oral blending & segmenting.	Blending for reading and segmenting for spelling of cvc words.	Reading and spelling a range of cvc words including some with consonant and vowel digraphs.	Blending and segmenting adjacent consonants in words and applying this to reading and spelling.	Reading phonetically decodable two-syllable and three-syllable words. Using alternative ways of pronouncing and spelling the graphemes corresponding to the long vowel phonemes.	Recognising phonic irregularities and becoming more secure with less common grapheme – phoneme correspondence
Letters introduced.	19 letters of the alphabet are taught – one sound for each.	7 more letters taught. Knowing 1 grapheme for each of the 43 phonemes.			
	Set 1 – s,a,t,p Set 2 – l,n,m,d Set 3- g,o,c,k Set 4 – ck,e,u,r Set 5 – h,b,f,ff,l,ll,ss	Set 7 – j,v,w,x Set 8 – y,z,zz,qu,ng Then:- Sh,ch,th,th ai,ee,igh,oa oo,oo,ow,oi ar,or,ur ear,air,ure,er			
	Read: I, to no go the into.	He, she, we, me, be, was, my, you, her, they, all, are.	Said, so, have, like, some, come, were, there, little,	Oh, their, people, Mr, Mrs, looked, called, asked, water, where,	As needed and in conjunction with spelling patterns.

			one, do, when, out, what.	who, again, though, through, work, mouse, many, laughed, because, different, any, eyes, friends, once, please.	
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