

Phonics A Systematic and Synthetic Approach

A Harmony Trust
Framework

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Read, Achieve, Succeed

At The Harmony Trust we believe that the key to succeeding in later life to develop confident communicators who are skilled in Speaking, Listening, Reading and Writing. Language and vocabulary are essential for success at all stages of our lives. This is particularly important for the significant proportion of EAL learners in our trust. However, purposeful vocabulary acquisition, applied across a range of contexts, is necessary skill for all: *'Being in a word-poor context at a young age can have far-reaching negative consequences for our children. A restricted vocabulary as a young child goes on to correlate with factors in later life such as employment, pay and even health and well-being as an adult.'*¹ Therefore **every lesson is and will be a language lesson across the whole curriculum.**

Reading is our highest priority. Attainment in reading is a key indicator for success in other curriculum areas and associated with positive child and adult outcomes, particularly for children identified as disadvantaged. Every member of staff should promote and model reading as a lifelong skill for learning and engender a culture of reading for pleasure. Through the Read Achieve Succeed Strategy, we will enable teachers to become expert in the teaching of reading and children to develop as confident, skilled and fluent readers who read for both pleasure and purpose.

Our primary method for learning to read is phonics, this document details our approach and provides an evidence informed and research-based framework for our academies.

Why Phonics Matters

Reading is at the heart of our Great Place 2 Learn Statement and is our highest priority as a trust. Reading matters because it is the most important indicator to a child's success in later life. We therefore have a moral purpose to develop fluent, skilled and attentive readers who can read for both pleasure and purpose.

Making sure that children become engaged with reading from the very beginning is one of the most important ways to make a difference to their life chances whatever their socio-economic background. A secure phonetic knowledge enables children to become confident from the earliest age. Those who love to read and show confidence in reading read more and therefore practise and apply their skills more often. Evidence shows that **teaching phonics is the best way to teach children to read.**

'Synthetic Programmes were especially effective for younger, at-risk readers.' Phonics give the youngest of readers the skills to decode and experience success in reading texts.

Skilled reading begins in the Early Years Foundation Stage with quality talk and vocabulary development. Where reading provision is at its strongest skilled teachers spend time discussing books and stories and engaging children at all ages in purposeful talk. They also take every opportunity to discuss letters and the sounds that they make, enabling children to tune into sounds and develop phonological awareness. They improve talk and interactions by explicitly teaching new vocabulary across the wide range of curriculum areas, making explicit links and modelling sentence structures.

All leaders are responsible for the culture, attitudes and expectations within their academies and promote reading for both pleasure and purpose. Leaders are also responsible for ensuring the teaching of reading is as effective as possible and therefore ensuring phonics provision is the best it can be, **leading to excellent outcomes for all pupils.**

Context and Background

- The Harmony Trust has strong **track record in improving outcomes for all pupils**, this is built on high expectations for all, good provision, and taking a **research-based and evidence-informed** approach
- Across the trust we have a total of **5300+ pupils**, with 1100 of those pupils accessing our Early Years Provision
- 17% of our pupils are identified as having a **Special Educational Need or Disability**. This is higher in the Northwest at 21%. We have a total of 148 pupils with Education and Health Care Plans. Communication and Interaction is the area of learning with the highest area of need.
- 53% of our pupils are identified as having **English as their First Language**. The remaining 47% speak a total of 28 languages between them.
- 39% of children are deemed **disadvantaged** across the Trust – this number has increased during the Covid period. Nationally the proportion of children **eligible for FSM is 20.8%** (June 21); this has gone up by 3% since January 2020
- FSM eligibility is a **poor proxy** for disadvantage in some of our academies. Neighbourhood disadvantage is more accurate. Oldham and Tameside LAs have become more disadvantaged over the last 4 years with some academies serving the UKs most disadvantaged communities.
- Additionally XX% of our pupils are deemed as vulnerable due to **safeguarding** concerns including those on monitoring, involved in Early Helps or those deemed as Child in Need and Child Protection



A proven record of success...

As a multi-academy trust we have a track record of improving outcomes across all our academies. Where we have implemented the phonics framework we have seen the following:



- Greenhill Academy 2021: 84% met ARE in the PSC. 100% of pupils identified as disadvantaged met the expected standard
- *Reading is taught effectively in school. Children in early years receive high-quality teaching in phonics from the outset. This continues in key stage 1. Reading books are closely matched to pupils' phonic abilities - Northmoor Academy Ofsted May 2019*
- 48% uplift in pupil outcomes at Richmond Academy the year this scheme of work was implemented



How has the Covid Pandemic affected Early Literacy?

We know that the school closure period has had a significant impact on crucial aspects of early childhood development including:

- Language and Communication
- Talk to develop thoughts and ideas
- Interaction and social phrases
- Self-assurance and independence
- Friendships and sense of self within a community
- Positive play and co-operation with peers
- Small motor skills including pencil grip
- Social skills to manage the school day
- Concepts about print
- Phonological awareness – tuning into sounds
- Print and letter knowledge
- Awareness of stories and rhymes

What are the implications for our academies?

Now more than ever we need to ensure that every child has access to an excellent early years education through:

- High quality engaging literacy rich provision both indoors and outdoors
- A carefully designed and well-planned curriculum that allows sequential learning for all driven by high quality texts
- Skilled practitioners who know how to develop communication through interactions, modelled language
- Effective partnerships with parents
- Regular child centred assessment that informs planning and identifies next steps for all
- Access to CPD for all practitioners
- Skilled leaders who know how to drive academy improvement which results in pupils achieving age related outcomes



What are the implications for our academies?

Early Literacy needs to be of the highest priority across EYFS and Key Stage One. Year One and Year Two children have missed the development of crucial skills and the important transitions from effortful decoders into emerging readers who are able to recognise word on sight and simultaneously comprehend them.

Academies should prioritise:

- Opportunities for planned, purposeful talk
- Discrete phonics teaching and purposeful application
- Reading to adults as often as possible
- Listening to stories, songs, poems and rhymes
- Ensuring a range of phonetically decodable texts
- Access to high quality texts
- Specific timely intervention




Ofsted
raising standards
improving lives

Bold beginnings:
The Reception curriculum in a sample of good and outstanding primary schools



Ofsted
raising standards
improving lives

Reading by six
How the best schools do it



Independent review of the teaching of early reading

Final Report, Jim Rose, March 2006

Department for
education and skills
creating opportunities, raising standards, achieving excellence

Department for Education

The reading framework
Teaching the foundations of literacy

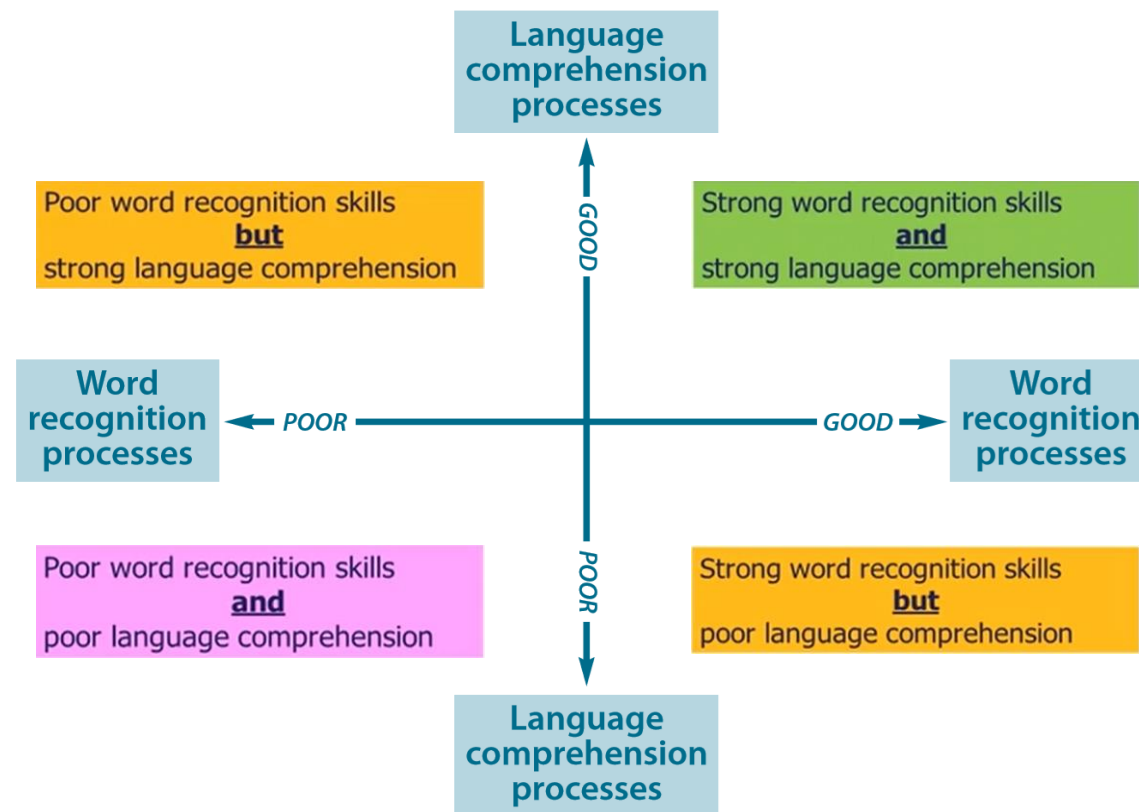
July 2021

Improving Literacy in Key Stage One - recommendations summary

1	2	3	4	5	6	7	8
1. High quality teaching	2. Quality of written texts	3. Quality of spoken texts	4. Quality of reading materials	5. Quality of reading environments	6. Quality of reading activities	7. Quality of reading assessment	8. Quality of reading support
<ul style="list-style-type: none"> Teachers should have a clear understanding of the National Curriculum for English and the Progress in English framework. Teachers should plan lessons that are focused on the teaching of reading. Teachers should use a range of strategies to teach reading, including explicit instruction, modelling, and guided reading. Teachers should monitor and assess the progress of all pupils, and provide additional support for those who are struggling. 	<ul style="list-style-type: none"> Schools should ensure that all written texts are of high quality and are appropriate for the age and ability of the pupils. Schools should ensure that all written texts are accessible to all pupils, including those with special educational needs and disabilities. Schools should ensure that all written texts are engaging and motivating for pupils. 	<ul style="list-style-type: none"> Schools should ensure that all spoken texts are of high quality and are appropriate for the age and ability of the pupils. Schools should ensure that all spoken texts are accessible to all pupils, including those with special educational needs and disabilities. Schools should ensure that all spoken texts are engaging and motivating for pupils. 	<ul style="list-style-type: none"> Schools should ensure that all reading materials are of high quality and are appropriate for the age and ability of the pupils. Schools should ensure that all reading materials are accessible to all pupils, including those with special educational needs and disabilities. Schools should ensure that all reading materials are engaging and motivating for pupils. 	<ul style="list-style-type: none"> Schools should ensure that all reading environments are of high quality and are appropriate for the age and ability of the pupils. Schools should ensure that all reading environments are accessible to all pupils, including those with special educational needs and disabilities. Schools should ensure that all reading environments are engaging and motivating for pupils. 	<ul style="list-style-type: none"> Schools should ensure that all reading activities are of high quality and are appropriate for the age and ability of the pupils. Schools should ensure that all reading activities are accessible to all pupils, including those with special educational needs and disabilities. Schools should ensure that all reading activities are engaging and motivating for pupils. 	<ul style="list-style-type: none"> Schools should ensure that all reading assessment is of high quality and is appropriate for the age and ability of the pupils. Schools should ensure that all reading assessment is accessible to all pupils, including those with special educational needs and disabilities. Schools should ensure that all reading assessment is engaging and motivating for pupils. 	<ul style="list-style-type: none"> Schools should ensure that all reading support is of high quality and is appropriate for the age and ability of the pupils. Schools should ensure that all reading support is accessible to all pupils, including those with special educational needs and disabilities. Schools should ensure that all reading support is engaging and motivating for pupils.

Summary of Evidence

The Simple View of Reading



SCARBOROUGH'S READING ROPE (2001)

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURE
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

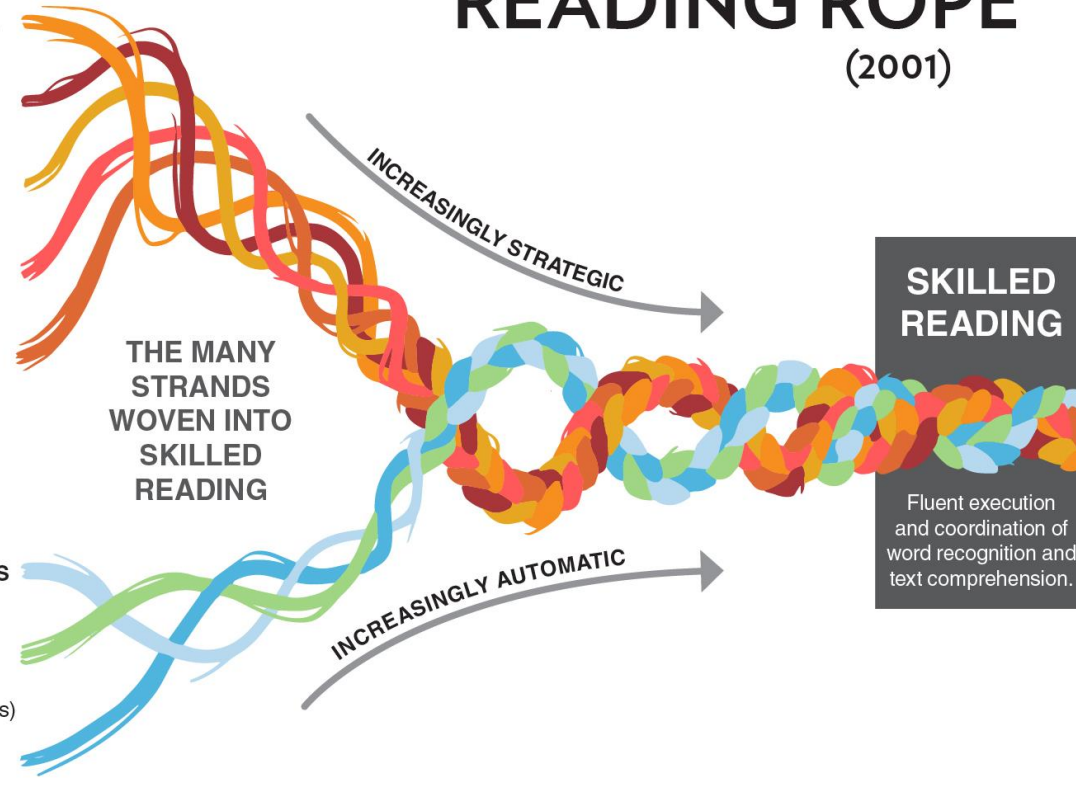
LITERACY KNOWLEDGE
(print concepts, genres, etc.)

WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING
(alphabetic principle,
spelling–sound correspondences)

SIGHT RECOGNITION
(of familiar words)



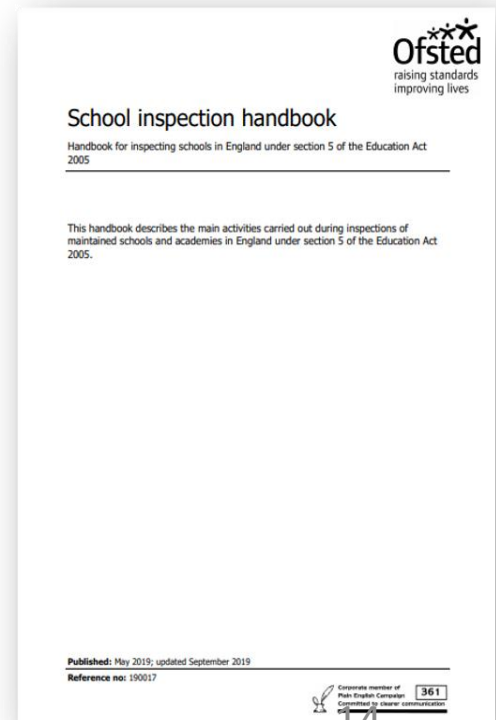
What is HMCI, Amanda Spielman, saying about reading and phonics?

- We know that the best schools teach phonics first and intensively, making sure that every child learns the phonetic code quickly. This gives children the power to decode words to actually read them, in order to comprehend a longer text. This is particularly important for disadvantaged pupils who too often are the ones who do not become confident, fluent readers.
- We will focus on the school's efforts to ensure all pupils can read, write and use mathematical knowledge, ideas and operations. Good schools get this right for all children from the very beginning. They build in success for all from the start. They know there doesn't need to be a long tail of children trailing behind age related expectations.
- The increased emphasis on early reading in the new framework reflects high expectations for every child regardless of background. HMCI is passionate about getting this right. **It isn't just about getting all pupils to love literature, it's about all children growing up to read fluently so that they can do everything they need or want to; whether it be for work or pleasure.**



- Phonics plays an important part, but without lots of books, songs, poems and stories children will not become the confident, fluent readers they need to be.
- The NC requires schools to teach phonics because they are the building blocks of reading. **Every child needs to master the phonetic code as quickly as possible.** Broadly speaking, only children with severe cognitive difficulties cannot learn and apply the phonetic code.
- The NC is clear that the books children read in the early stages should include only the phonemes that they are actually being taught at that stage. Children feel like successful readers when they can read every word in a book using the phonics skills they have so far acquired.

Phonics: A Systematic and
Synthetic Approach





LMSG should ensure that the **strategic plan priorities and actions** related to Read, Achieve, Succeed are implemented across all academies through effective collaboration.

Policy Development and Frameworks

- As a trust **develop and adopt** [Phonics: A Systematic and Synthetic Approach](#).
- The Harmony Trust Development Team should develop a **systematic process of evaluation**. This will enable the trust to develop a secure evidence base informed by research and our own practice over time.
- Ensure that the Harmony Trust Development Team provides **high quality CPD opportunities** to our academies so that the workforce is skilled in the teaching of phonics and that the continuous cycle of academy improvement is well supported.
- Provide opportunities to learn with, from and on behalf of others by establishing a range of appropriate trust wide Harmony Learning Communities including a Phonics Network.
- Ensure that the **Universal Resource Library** contains high quality resources that enable consistency in expectation for curriculum planning and teacher assessment, leading to reduced teacher workload over time.





Individual Academies should ensure that their approach to the teaching of reading is aligned with the principles of the Harmony Trust Reading Framework including:

- **Sustain or adopt a systematic and synthetic approach to the teaching of phonics as the primary method of teaching of reading and apply the Harmony framework developed from the HLCs.** This should include opportunities to practise and apply sounds so that pupils can blend to read and segment to spell.
- Adopt all the recommendations of the Phonics HLC (Training, Responsiveness, Engagement, Adaptation, Focus).
- **Conduct a regular audit of the phonics provision across the academy which includes analysis of pupil outcomes and feedback through staff, parents and pupil voice.**
- Match books to pupil ability so that children in EYFS and KS1 have books that are fully decodable and that older children have the opportunity to develop fluency in their reading.

HLCs: Learning with, from and on behalf of others

Harmony Learning Communities are Professional Learning and Research Teams are communities of practice that enable leaders, teachers and teaching assistants to ‘learn with, from and on behalf of others.’ They work together to analyse data, consider the latest evidence and research and share the knowledge of what works for which pupils in which academies. They then summarise the findings to make recommendations that support the ongoing development of our frameworks and policies at both trust and academy level.

The following slides are the recommendations made by the KS1 Phonics HLC and aims to provide a summary of the key recommendations based on: EEF Improving Literacy at KS1; Ofsted Reading by 6; key learning from the impacts of school closures; and DFE Validation of systematic synthetic phonics programmes April 21.

Recommendations updated March 2021 KS1 HLC leads have identified the following key active ingredients (non- negotiables). Blue text revised post Covid using EEF research. **Recommendations updated May 21:** Red text revised DFE Validation of Phonics programme

HLCs: *Learning with, from and on behalf of others*

Phonics Recommendations

Training: (revisit regularly and at least each September)

- Ensure all staff receive regular up to date training in teaching of phonics using the chosen school phonics scheme including any updates/elements specifically related to remote learning.
- Ensure that the programme is being implemented as intended by the developer.
- Ensure Quality First Teaching for all pupils.
- Ensure that the onsite environment, resources and space in which to teach phonics are given the same priority as other learning.

Responsiveness:

- Conduct frequent and ongoing assessment to track and record pupils' progress and to identify those children at, below or above expected levels so that appropriate support can be provided.
- Ensure teaching responds to the gaps identified.
- Ensure early identification in EYFS of pupils at risk of failing phonics screening.



HLCs: Learning with, from and on behalf of others

Phonics Recommendations

Engagement:

- Ensure teaching motivates and engages (staff & pupils) in the programme.
 - Lessons should be enjoyable, challenging, pacy and develop persistence and perseverance.
 - Use quality resources including: words, texts, teaching activities for application into writing and matching the GPCs and progressions in the programme. When possible include online to maximize engagement & enjoyment in learning onsite and remotely.
 - Ensure texts and books children read independently are fully decodable for pupils' at every stage of the programme: they must be composed almost entirely of words made up of grapheme-phoneme correspondences the pupil has learned at that point with only a small number of common exception words learned by that point.
-
- Adaptations:
 - Carefully consider the impact of adaptations to the programme. Any adaptations to enable onsite/ remote learning should maintain fidelity to the core principles of the schemes to ensure maximum impact.
 - If a pupil is disengaged, adopt a different approach to teaching the same aspect of literacy including remotely.

HLCs: Learning with, from and on behalf of others

Phonics Recommendations

Focus:

- A responsive approach to grouping pupils is likely to help focus effort and improve teaching efficiency and enables children to move up or down phases in a timely manner.
- Use high quality information about pupils' current capabilities to select next steps for teaching
- Phonics leads to: regularly monitor ongoing assessments across the school, moderate End of term phonics screening in EYFS, Y1 and Y2; and moderate assessments to ensure accuracy.
- Use high quality structured interventions to help pupils who are struggling with their literacy
- Use accurate assessment to ensure interventions are appropriately matched to pupils' needs.
- Use one to one and small group support ideally involving structured interventions & extra practice.
- Regularly review pupils' progress throughout the intervention to ensure it enhances learning.

Diligent, concentrated and systematic teaching of phonics = higher standards of reading in KS1

Broad and rich language curriculum to support all aspects of literacy

Ensure texts and books children read independently are fully decodable for pupils' at every stage of the programme

Books must be composed almost entirely of words made up of grapheme-phoneme correspondences the pupil has learned at that point with only a small number of common exception words learned by that point.

Quality First Teaching is key and engaging lessons

Leaders should give phonics high priority and influence decisions about training and CPD

Leaders should monitor teaching and learning in relation to phonics as they would all other subject areas

High expectations for all - clearly mapped expectations

Sequential approach to developing all aspects of literacy

Begin from nursery where appropriate

Ensure all staff have received training and are implementing the programme as per the scheme guidance

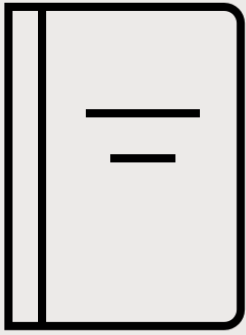
Close and regular assessment to monitor pupil progress and identify and respond to difficulties quickly

Focus on 'keep up' rather than 'catch up'

Appropriate interventions (trained staff, supplementing QFT)

Reading is at the heart of the curriculum-Story time is a valued part of the daily routine

If children are taught well their background, level of disadvantage, and other variables rarely prevent their learning to read.



The Harmony Trust

Our Approach to...
Teaching Phonics

Handbook

Phonics: A Systematic and
Synthetic Approach

Letters and Sounds:

Principles and Practice of High Quality Phonics

Notes of Guidance for Practitioners and Teachers



Our Approach... is based on Letters and Sounds

Letters and sounds is designed to...

- Begin phonics teaching in nursery and progress through to Year Two
- Develop speaking and listening skills
- Teach high quality phonics work matched to the child's ability
- Equip children with the phonics knowledge and skills they need to become fluent readers by the age of seven
- It is both comprehensive and concise
- Supports planning by giving suggested sets of letters and time limits for each phase
- Activities to support the teaching of each element
- Provides a suggested timetable of which 'tricky' words to teach
- Examples of assessment after each phase

But we know that 'Letters and sounds' alone is no longer enough. This Handbook provides further support and exemplification of our scheme of work.

Our Approach to Teaching Phonics

Principles

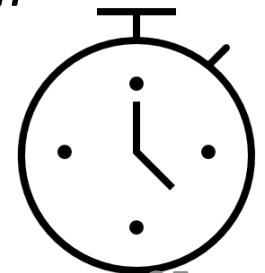
- **Fidelity** to this scheme – implemented as intended
- Designated leader of phonics who is an **expert practitioner**
- Well trained staff with excellent **subject knowledge** including enunciation
- Maximise the Impact of **Teaching Assistants**
- Follow the **scheme of work** – sequentially planned, synthetic approach, cumulative phonic knowledge
- Daily **4 Part lessons** – Revisit, Teach, Practice, Apply
- Consistent, **simple approach to teaching**, all children engaged and active, following routines
- **Consistent use of resources** and prompts throughout the academy - Phonics is evident throughout the learning environment
- Multi-sensory approach – consistent use of actions, correct enunciation, letter formation
- **Phonetically Decodable Reading Scheme** that is cumulative and matched to the sounds children know
- Ensure appropriate challenge – writing ability should not hinder progress in reading
- Time prioritised to **apply phonic knowledge** throughout the curriculum
- 'Keep up' with **rapid intervention** for those who fall behind, miss learning or are new to the academy
- Regular **assessment** and tracking of pupil progress
- Monitoring and **evaluation** of the quality – support those who need it most



Our Approach to Teaching Phonics

Prioritising time

- In Pre-school and Nursery time should be allocated in the day for stories, songs and rhymes. There should also be many opportunities for Phase 1 activities to occur in small groups and within indoor and outdoor provision.
- Where appropriate some Nursery children may begin Phase 2 teaching in small groups. This should only be when the foundations laid in Phase 1 are fully secured.
- **Discrete daily teaching** should begin from the beginning of Reception and continue to at least the end of Year 2. DfE recommend that *'by the end of the Reception children will need about an hour a day...maybe spilt into different sessions for different activities.'*



Our Approach to Teaching Phonics

Quality Provision:

Consistent use of Resources

Ensure that:

- the same phoneme mat is used throughout the academy N-Y6
- an enlarged version of the phoneme mat is displayed within the learning environment and referred to as part of the teaching sequence
- resources are progressive, cumulative and age appropriate
- children use the same resources in their phonics lessons each day and are familiar with routines
- teachers across the academy use the same resources in particular the same grapheme flashcards

b	c k ck	d	f ff	g	h	j	l ll	m	n
p	qu	r	s ss	t	v	w	x	y	z
ch	sh	th	ng		a	e	i	o	u
ai	ee	igh	oa	oo	ar	or	ur	ow	oi
ear	air	ure	er						

b bb	c k ck	d dd -ed	f ff ph	g gg	h	j g ge dge	l ll le
p pp	qu	r rr wr	s ss sc	t tt	v ve	w wh	x
ch tch	sh s ss t	th	ng nk	/zh/ s	a	e ea	i y
ai ay a-e ey ey eigh	ee ea ey e-e ie y	igh ie i-e y i	oa ow oe o-e o	oo ew u-e ue ou	ar a al	or aw au ore al	ur ir er ear or
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Our Approach to Teaching Phonics

Quality Provision: Consistent use of Resources

Ensure that:

- All children have a phonics pack that they use for every session which contains
 - Magnetic Whiteboard
 - Magnetic letters
 - Laminated Phoneme Frame - 3 boxes and 4 boxes
 - Whiteboard pen - triangular grip
 - Phonics Mat
- In reception magnetic letters are used so that reading is not hindered by motor skills
- simplify the number of resources to reduce teacher workload



Our Approach to Teaching Phonics

Quality Provision: Learning Environment

Ensure that:

- Phonemes are presented and arranged in the same way and are enlarged and visible
- The phonics wall is used in all phonics sessions
- Phoneme mats are easily accessible and in all areas of provision and on pupil desks at all times
- Children have the opportunity to practise and apply the phonics they have learned in their discrete sessions through activities that encourage segmenting and blending
- Phonetically decodeable books are available for children to read at all times



Our Approach to Teaching Phonics



The Harmony Trust Phonics Scheme of Work

The scheme of work maps out the teaching of each phonic phase. It is a daily programme that follows the four-part lesson model

1. Revisit
2. Teach
3. Practise
4. Apply

Children are explicitly taught a new sound in the same way each day.

The intention is that children develop routines and behaviours for learning and that time is spent applying their learning and being fully engaged. Children need lots of opportunities to practise oral blending and they should be encouraged to say the sounds aloud throughout the session.

Phonics Phase: 3	Week Beginning					
Class Teacher:	The Harmony Trust Phonics Scheme of Work					
Objective for the week: Revise all the letters and sounds taught so far. Continue to support children in reading words and captions End of Phase 2 Assessment	Focus Phonemes: j, v, w, x					
Ready for Phonics 	Monday	Tuesday	Wednesday	Thursday	Friday	
Oral & Mental Starter	Sing the Alphabet Song	Sing the Alphabet Song	Sing the Alphabet Song	Sing the Alphabet Song	Sing the Alphabet Song	
Revisit / Review	Quick Fire flash cards – letter sounds & names. Quick Fire flash cards – recap all phonemes learnt so far.	Quick Fire flash cards – letter sounds & names. Quick Fire flash cards – recap all phonemes learnt so far.	Quick Fire flash cards – letter sounds & names. Quick Fire flash cards – recap all phonemes learnt so far.	Quick Fire flash cards – letter sounds & names. Quick Fire flash cards – recap all phonemes learnt so far.	Quick Fire flash cards – letter sounds & names. Quick Fire flash cards – recap all phonemes learnt so far.	
Teach	jolly phonics – j feely objects – j mood sounds – j air/back/hand writing – j	jolly phonics – v feely objects – v mood sounds – v air/back/hand writing – v	jolly phonics – w feely objects – w mood sounds – w air/back/hand writing – w	jolly phonics – x feely objects – x mood sounds – x air/back/hand writing – x	jolly phonics – j, v, w, x feely objects – j, v, w, x mood sounds – j, v, w, x air/back/hand writing – j, v, w, x	
Practise	Magnetic letters with additional teacher model phoneme frame jam, jog, jet, Jack Soundbuttons – jam, jog, jet, Jack	Magnetic letters with additional teacher model phoneme frame van, vet, vat, Vic Soundbuttons – van, vet, vat, Vic	Magnetic letters with additional teacher model phoneme frame win, wag, web, wig Soundbuttons – win, wag, web, wig	Magnetic letters in partners fox, box, mix, six Soundbuttons – fox, box, mix, six	Magnetic letters in partners jet, van, wag, box Soundbuttons – jet, van, wag, box	
Apply	Learn tricky word – be Quickwrite letters j Quickwrite word - phase 2 tricky words	Learn tricky word – be Quickwrite letters v Quickwrite word - phase 2 tricky words	Learn tricky word – be Quickwrite letters w Quickwrite word - phase 2 tricky words	Learn tricky word – be Quickwrite letters x Quickwrite word - phase 2 tricky words	Learn tricky word – be Quickwrite letters j, v, w, x Quickwrite word - phase 2 tricky words	
Assessment	Give the sound when shown any Phase 3 letter		Be able to blend and segment in order to read and spell (using magnetic letters) CVC words			
	Find any Phase 3 letter, from a display, when given the sound.		Be able to read the phase 3 tricky words he, she, me, we, me, be, was, you, they, all, are, my, her			
	Be able to orally blend and segment CVC words.					

Our Approach to Teaching Phonics

Teaching Trajectory – Setting High Expectations

	Nursery	Reception	Year 1	Year 2
Autumn	Phase 1	Phase 1 Phase 2	Phase 4/5	Review Phase 5 & 6
Spring	Phase 1	Phase 3	Phase 5 Y1 spelling NC	Y2 spelling NC
Summer	Phase 1 (Phase 2 for some children)	Phase 3/4	Phase 5 Y1 spelling NC	Y2 spelling NC

Monitoring and Tracking Pupil Progress

Regular and Frequent Assessment

Academies should ensure that pupils are assessed regularly so that difficulties and misconceptions can be addressed as soon as they arise.

Ongoing **formative assessment** should be used to inform teaching during the lesson so that teachers can review, repeat a step or direct attention.

Half termly **summative assessments** should be conducted so that leaders and teachers can identify which pupils may benefit from additional practice and intervention. The assessment data should be used to inform both the phonics curriculum and the teaching of phonics.

Phase 3 Assessment.

Name of child	got	look	food	park	fork	hurt	cow	join	hear	hair	pure	boxer

Phase 3 Assessment.

Name of child	j	v	w	x	y	z	zz	qu	ch	sh	th	ng	ai	ee	igh

Monitoring and Tracking Pupil Progress

Preparing for the Phonics Screening Check

From the end of Reception children's progress should be tracked against the Phonics Screening Check. This should act as summative assessment so that teachers can identify who is at risk of falling behind and may benefit from additional support or intervention.

Name	Summer 2018	September 2018	Autumn 2 2018	Spring 1 2019	Spring 2 2019	Summer 1 2019	PSC June 2019
Child A	4	12	20	25	30	32	35

Red 0-10	Concern
Blue 11 - 19	Well Below
Yellow 20-27	Below
Orange 28 - 31	Border
Green 32 - 40	Pass

Phonics Bandings

Current Attainment	Class	Next Steps
PASS 32-40		
BORDERLINE 28-31		
BELOW 20-27		
WELL BELOW 10-19		
CONCERN <10		

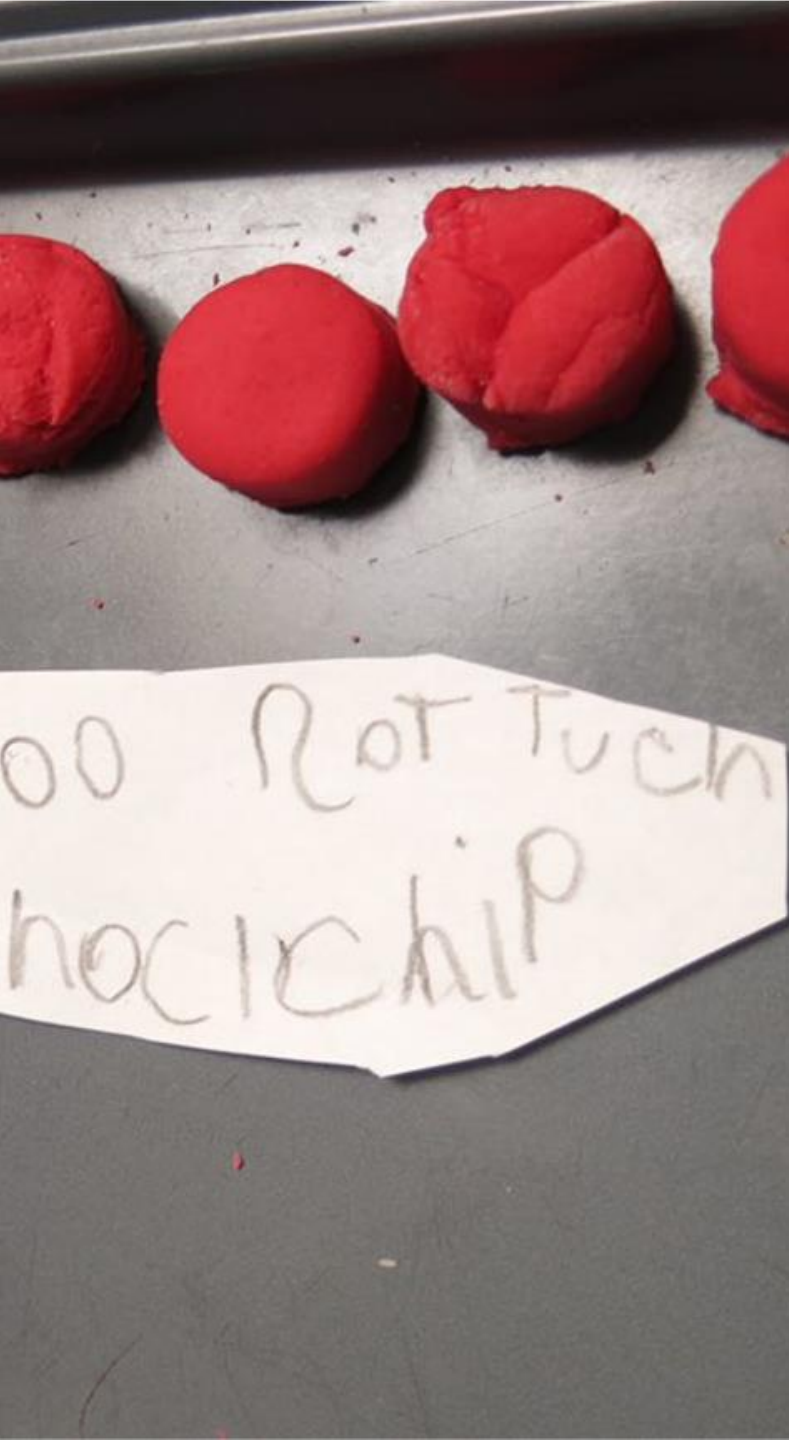


Our Approach to Teaching Phonics Excellence in the Early Years Nursery and Pre-school

All children in the EYFS will be taught phonics discretely daily as part of their Communication, Language and Literacy Curriculum.

In Nursery children are grouped to their phonological awareness and will undertake short activities that enable them to develop awareness of both sounds, phonemes and graphemes. There should also be emphasis on knowing and recognising their name and the letters within it.

Activities whether adult directed or child initiated should enable children to develop the awareness of sounds, letters, words and patterns of language such as alliteration and onomatopoeia.



Our Approach to Teaching Phonics Excellence in the Early Years Reception

Children need to get off to the best possible start and they should begin to learn phoneme grapheme correspondences from the start of their reception year.

Daily Sessions should be short in the first instance with clear routines and practices being established. Teachers and adults need to model and show their enthusiasm so that sessions are engaging and motivating.

Resources should be consistent and the foundations for those used in Key Stage One and Two.

Early Years should be rich in texts, words and sounds. Activities within provision should allow for the purposeful application of phonics with opportunities to decode and blend in a variety of contexts.

Our Approach to Teaching Phonics Excellence in the Early Years

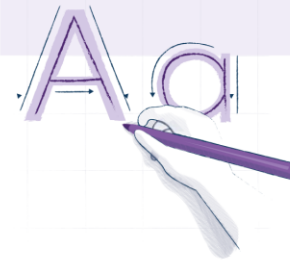
Ambitious expectations and end points:

Children in reception will be learning to:

Read individual letters by saying the sounds for them.

Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.

Read some letter groups that each represent one sound and say sounds for them.



Development Matters Non-statutory curriculum guidance for the early years foundation stage

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Examples of how to support this:

Help children to read the sounds speedily. This will make sound-blending easier.

Ask children to work out the word you say in sounds: for example, h-a-t > hat; sh-o-p > shop.

Show how to say sounds for the letters from left to right and blend them, for example, big, stamp.

Help children to become familiar with letter groups, such as 'th', 'sh', 'ch', 'ee' or 'igh'.

Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'.

Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'.

Children in reception will be learning to:

Read a few common exception words matched to the school's phonic programme.

Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.

Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

Form lower-case and capital letters correctly.

Spell words by identifying the sounds and then writing the sound with letter/s.

Examples of how to support this:

Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as 'do', 'said', 'were'.

Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge.

Do not include words that include letter-sound correspondences that children cannot yet read, or exception words that have not been taught.

Children should not be required to use other strategies to work out words.

Make the books available for children to share at school and at home.

Avoid asking children to read books at home they cannot yet read.

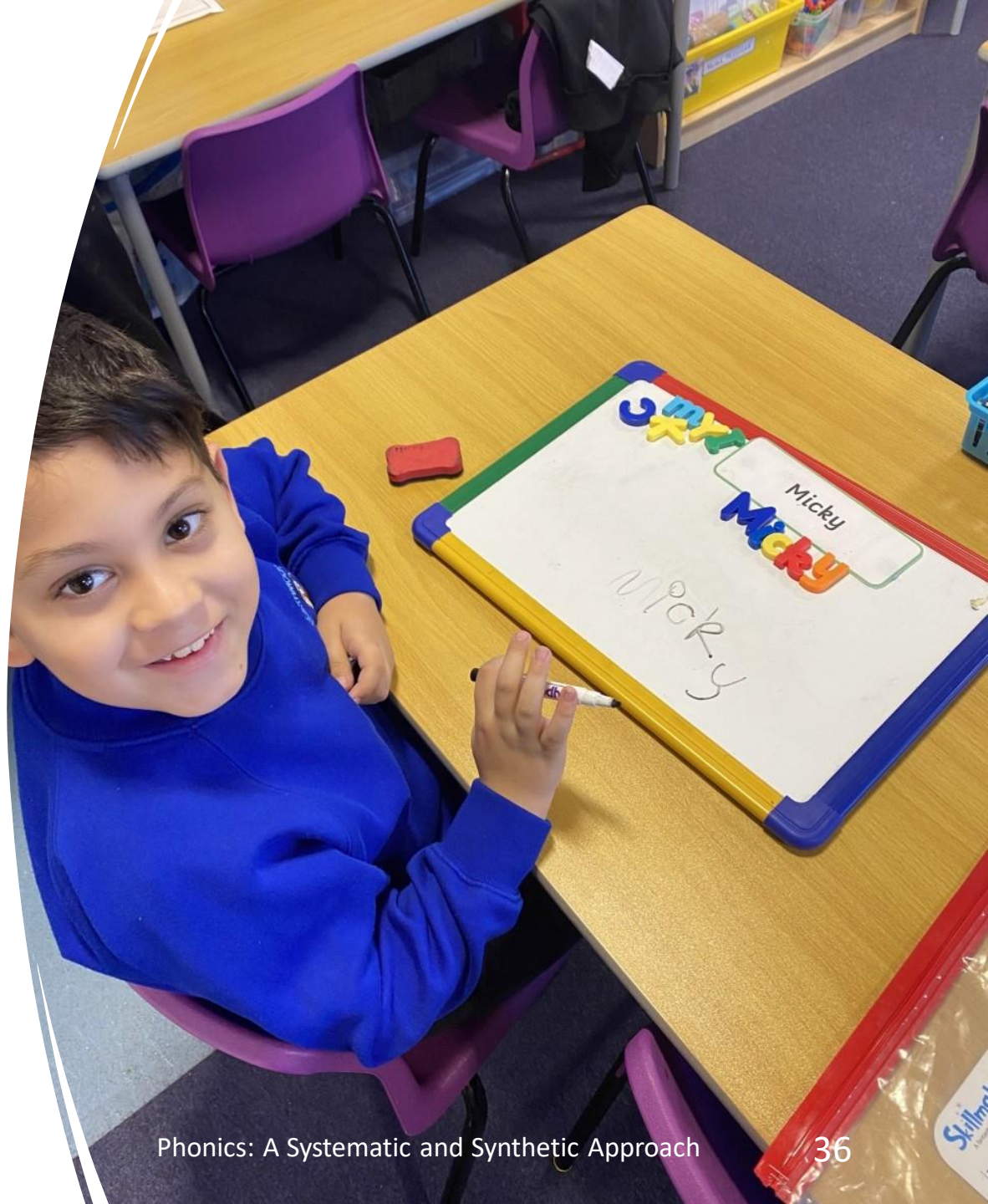
Teach formation as they learn the sounds for each letter using a memorable phrase, encouraging an effective pen grip. When forming letters, the starting point and direction are more important at this stage than the size or position of the letter on a line.

Show children how to touch each finger as they say each sound.

For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.

Supporting pupils with SEND

It is only pupils with the most complex needs that will not learn to read using phonics as the primary strategy. Teachers should take responsibility for the learning of all pupils in their class and provide the correct scaffolds and activities that enable pupils to make progress in their reading. Academy SENDCos should provide advice on the appropriate strategies and the relevant training and resources needed to deliver them.



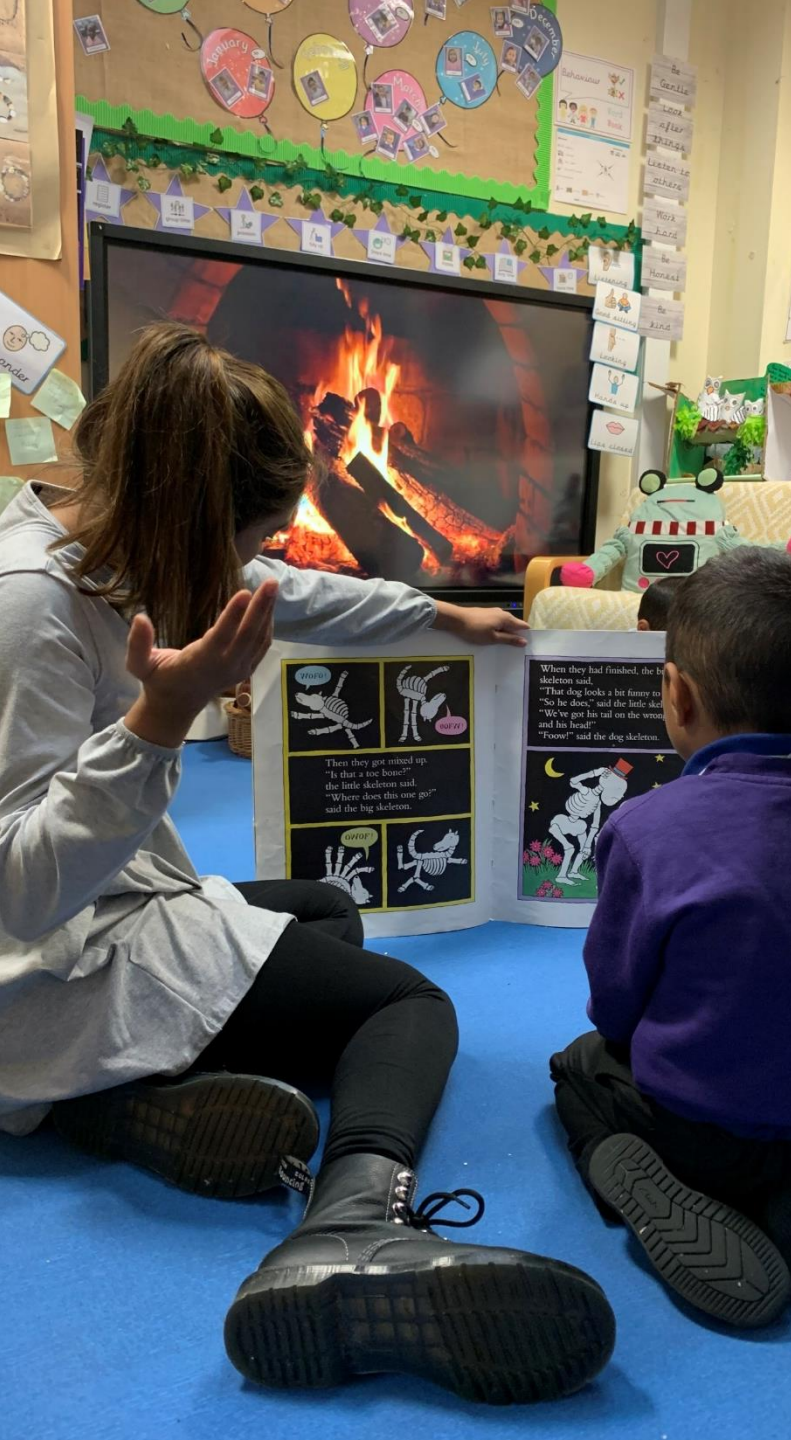


Partnership with Parents

All parents play a vital role in enabling their child to become a reader. Most parents want to be able to support their child and welcome the modelling of the strategies they can adopt to do this.



Academies should think carefully about their expectations upon parents. They should consider whether parents teaching phonics is the most appropriate strategy when sharing texts, book talk and environmental literacy are known to have greater impact on pupil outcomes. *REAL*



How has the Trust supported its academies?

- Time and resources have been prioritised by the Harmony Trust Development Team to produce this Framework and supporting guidance.
- A Read, Achieve, Succeed review was carried out in Summer 2021 which identified the need for a trust wide focus on the teaching of early literacy and the specific improvement of phonics teaching.
- Academy visits challenge and support school leaders to ensure that the best quality provision is available to every child so that they have the very best chance of success
- An extensive CPD offer is in place for staff members at all levels of the organisation
- Opportunities for collaboration are in place through the 'phonics network'
- The Universal Resource Library has been populated with a full scheme of work, planning resources, teaching videos and links to CPD videos and reference points
- The trust has prioritised further resources to ensure that every child has access to their own personal 'phonics pack' for use in school
- The HTML team is committed to seeking the best technology to maximise learning in phonics

The following professional development programmes are available through the Harmony Trust Development Team

CPD	Aims	Audience	Programme or Standalone	Dates and Times (please note some dates and times have changed)
Year 1 Phonics: Phases 4 & 5 + PSC	<ul style="list-style-type: none"> • <i>Improve the quality of teaching and learning</i> • <i>Increase practitioner confidence and skills in the teaching of phonics</i> • <i>Raise the attainment of pupils, ensure pupils make good progress</i> • <i>Develop the quality of phonics provision in schools</i> • <i>Improve the quality of teaching assistant support and intervention</i> • <i>Improve pupil attitudes and engagement in phonics sessions</i> 	Any Teacher or TA with responsibility for delivering phonics lessons	1x ½ day session	Monday 18 th October (1pm-4pm)
NQTs/New to KS1		Any Teacher or TA with responsibility for delivering phonics lessons	1x ½ day session	Monday 1 st November (1pm-4pm)
Early Phonics: Phases 1 and 2		Any Teacher or TA with responsibility for delivering phonics lessons	1x ½ day session	Monday 8 th November (1pm-4pm)
TAs: An introduction to phonics (also suitable for ITT students)		Any Teacher or TA with responsibility for delivering phonics lessons	1x ½ day session	Monday 15 th November (1pm-4pm)
Y2 Phonics: Phase 6 and beyond		Any Teacher or TA with responsibility for delivering phonics lessons	1x ½ day session	Monday 22 nd November (1pm-4pm)

Collaboration across our academies will be an effective way to support teacher workload

Our **Universal Resource Library** (URL) created by and for our own teaching team has all the resources available to implement this scheme of work.

This includes:

- *The Harmony Trust Phonics Scheme of Work – week by week planning*
- *Assessment and Tracking Grids*
- *Printable resources to support learning*
- *Phonics lessons recorded by expert practitioners*

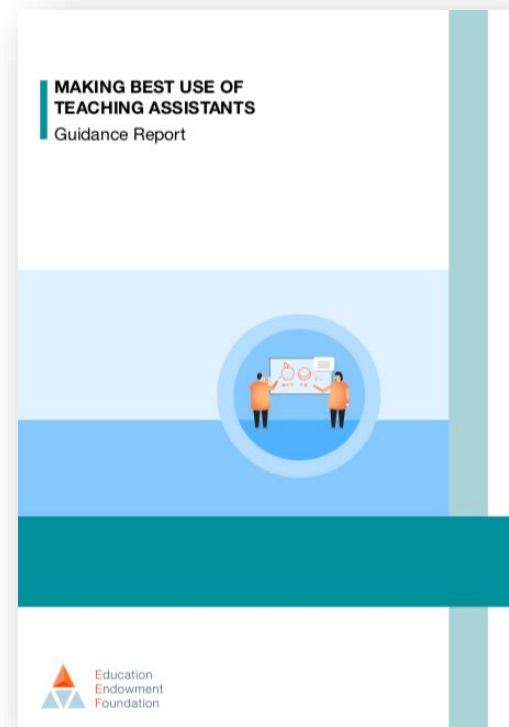


Making best use of Teaching Assistants

Teaching assistants are a valuable resource across our academies when deployed effectively they can have a significant on pupil outcomes. The largest study investigating the deployment of teaching assistants to date suggests that typical deployment does not lead to academic outcomes.

It is therefore crucial that in the teaching of phonics every adult is used to maximum effect so that they can support the attainment of pupils and increase pupil outcomes. It is recommended that:

- TAs receive regular **high quality professional development** in the teaching of phonics
- **TAs support the learning of all pupils** not just those who are the lowest attaining
- Leaders should review TA roles and ensure that their **deployment is matched to pupil need**
- **TAs support the development of independent learning skills** through **self-scaffolding, prompting, clueing, modelling and correcting** where appropriate to do so
- TAs have **sufficient time to prepare** for their role – reading and understanding planning, having all resources ready, reducing workload
- TAs deliver high quality one-to-one and small group interventions that are structured and carefully planned – DfE recommends revisiting and repeating teaching sequences rather than reinventing the teaching of them
- Explicit links are made between classroom teaching and structured interventions; consistency in the use of resources, scaffolds and prompts





The Harmony Trust

Our Approach to...
Teaching Phonics

Key Knowledge for
Practitioners

Phonics: A Systematic and
Synthetic Approach

Key Terminology

The correct terminology should be known by all practitioners and used **consistently** across all phases.

Term:	Definition:
Phoneme	The smallest unit of sound eg /g/ or /ae/
Digraph	Two letters making one sound. A constant digraph contains two consonants sh ck th ll
Trigraph	Three letters making one sound igh dge
Grapheme	A grapheme is a letter or group of letters that usually represents a single phoneme
GPC	This is short for Grapheme Phoneme Correspondence. Knowing a GPC means being able to match a phoneme to a grapheme and vice versa.
Blending	It is recognising the letter sounds in a written word, for example c-u-p and merging or synthesising them in the order in which they are written to pronounce the word 'cup'
Segmenting	is identifying the individual sounds in a spoken word 'him' = h-i - m
Split Digraph	A digraph in which the two letters making the sound are not adjacent make



Enunciation (No Schwaring!)

The first step in teaching a systematic Synthetic Phonics programme is to teach the grapheme-phoneme correspondences (GPCs)

All adults should accurately model the correct enunciation of the phoneme and should correct children if they do not.

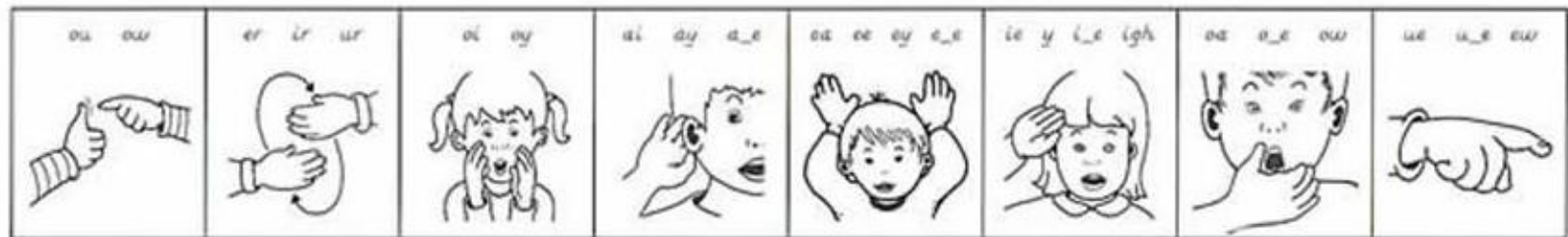
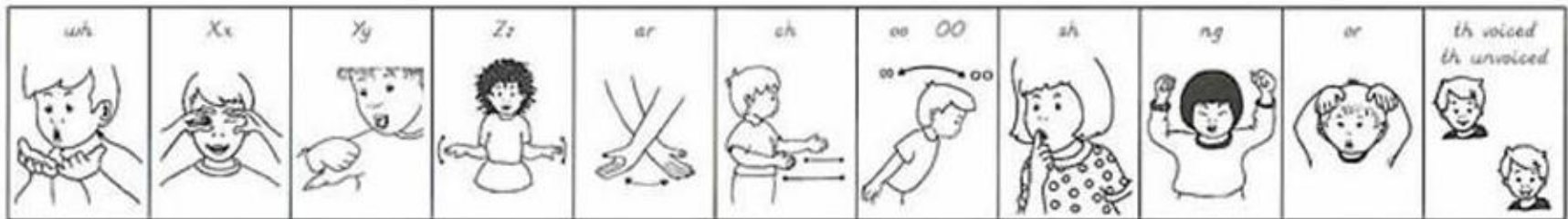
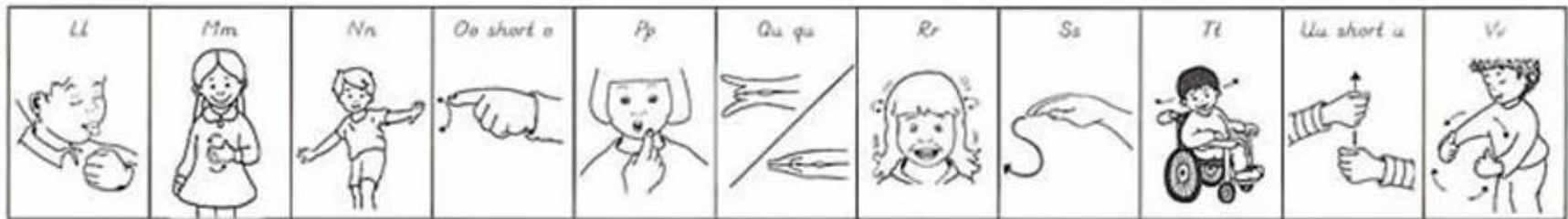
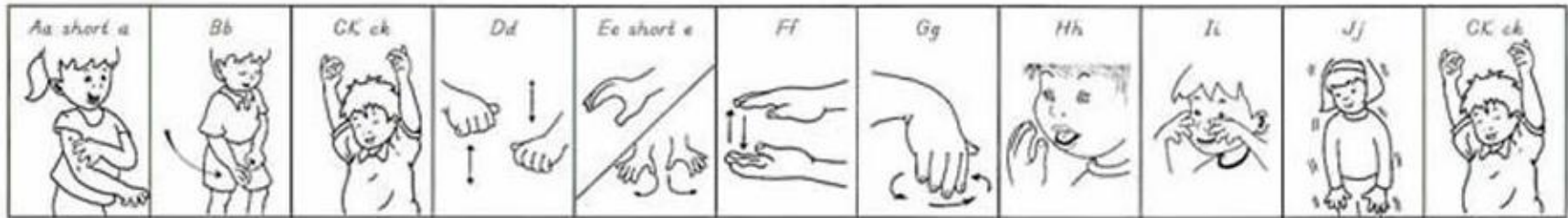
If the phonemes are pronounced incorrectly, it can make blending for reading harder.

It's worth the time and effort to ensure children are pronouncing the phonemes correctly.

<https://www.youtube.com/watch?v=-ksblMiliA8>



A Multi-Sensory Approach - actions



Letter formation



Individual academies have the autonomy to determine their own handwriting policy and the approach to teaching and learning.

Academies should consider the following when deciding the approach to handwriting:

- The National Curriculum requires that children are beginning to join their handwriting by the **end of Year 2**
- Children need many opportunities to develop their pre-requisite skills to writing particularly in Nursery and Reception.
- The tripod grip should be promoted as the best way of holding a pencil. Activities should be planned that promote the development of the tripod grip within the EYFS.
- The British Dyslexia Association recommends that cursive handwriting can have a positive impact on writing particularly for those pupils who may experience spelling difficulties.
- Learning to write is a complex process. It's recommended that children learn to write using continuous cursive handwriting so they don't have to learn how to form letters twice when they need to write more quickly later on.
- The key to success in handwriting is frequent to practice, practice, practice.

Statutory requirements

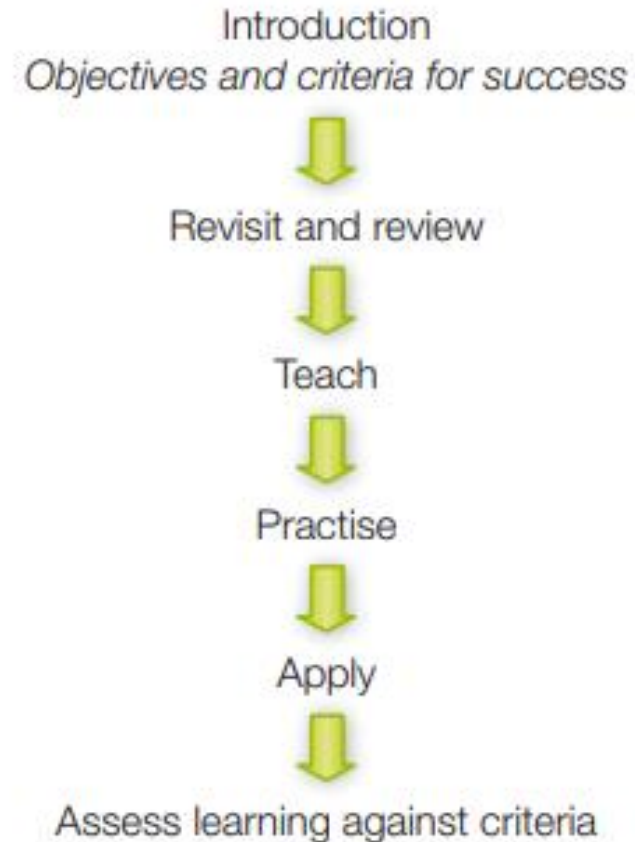
Handwriting

Pupils should be taught to:

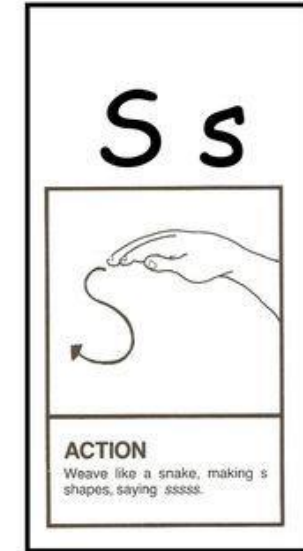
- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letters.

The 4 Part Lesson

Sequence of teaching in a discrete phonics session



Teach



- **Sound and action** – say the sound while making the action
- **Feely objects** – objects in the bag, pull them out, orally segment and blend (c-a-t,cat)
- **Mood sounds** - say the sound loudly, quietly, range of voices
- **Air / back /hand writing** – write the letter with a finger in the air, on a partners back, on your own hand
- **Pass the bag** – Oral segmenting and blending – all children engaged



Real words vs pseudo words

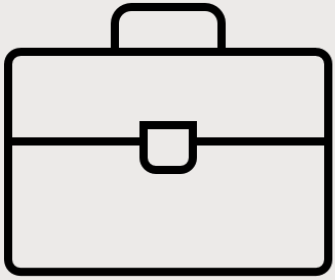
Teaching should focus on decoding words, saying individual sounds and blending them to say the words. This should primarily be the decoding of familiar and unfamiliar new words rather than practising pseudo words for the phonics screening check.

Decoding pseudo words is a useful way to assess knowledge of GPCs and the ability to blend them. However, over practice of pseudo words will hinder reading development more generally.

Games such as 'treasure or trash' can be useful for the application of phonics and the discussion of meanings of words once children reach phase five. However, teachers should balance the use of such games with the decoding of real words.

Real words should only be taught in the earlier phases of phonics.





The Harmony Trust

Our Approach to...
Teaching Phonics

Scheme of Work

Phonics: A Systematic and
Synthetic Approach

Programme of Study

Phase 2

					Common Exception Words
Week 1	/s/	/a/	/t/	/p/	the
Week 2	/i/	/n/	/m/	/d/	I
Week 3	/g/	/o/	/c/	/k/	go
Week 4	/ck/	/e/	/u/	/r/	no
Week 5	/h/	/b/	/f/	/l/	to
Week 6	/ff/	/ll/	/ss/		into

Programme of Study

Phase 3

					Common Exception Words
Week 1	/j/	/v/	/w/	/x/	be
Week 2	/x/	/y/	/z/	/zz/	he
Week 3	/qu/	/ch/	/sh/	/th/	she
Week 4	/ng/	/ai/	/ee/	/igh/	me
Week 5	/oa/	/ar/	/oo/	/oo/	we
Week 6	/or/	/ur/	/ow/	/oi/	you
Week 7	/ear/	/air/	/ure/	/er/	was

Phase 4

Phase 4 is the application of Phase 2 and Phase 3 phonemes within words and sentences of increasing complexity

E.g. CCVC, CVCC, CCVCC, CCCVC

Programme of Study

Phase 4

Phase 4 is the application of Phase 2 and Phase 3 phonemes within words and sentences of increasing complexity

E.g. CCVC, CVCC, CCVCC, CCCVC

Week	Common Exception Words	
	Read	Spell
1	said, so, went, from	he, she, me, we, be
2	have, like, it's	was, you
3	some, come, there, help	they, are
4	when, what, children	my, her
5	were, little, one	all
6	do, out & multisyllabic words	

Programme of Study

Phase 5

						Common Exception Words
Week 1	/ay/	/ou/	/ie/	/ea/		people, said, so
Week 2		/oy/	/ir/	/ue/	/ue/	old, have, like
Week 3	/aw/	/wh/	/wh/	/ph/	/ew/	don't, by, Mr, Mrs, some, come
Week 4	/oe/	/au/	/ey/	/a-e/	/e-e/	looked, called, your, time, were,
Week 5	/i-e/	/o-e/	/u-e/	/u-e/	/zh/	very, asked, there

Followed by the teaching of alternative pronunciations – see weekly planning document

Week	Common Exception Words
6	water, where
7	because, who, out, made, came,
8	again, different, one, make, here,
9	thought, any, saw, do
10	through, eyes, what, please
11	work, friends, want, little,
12	mouse, once, many
13	laughed, over
14	could, would, should

1

Phase One

- The overarching aim is for children to experience regular, planned opportunities to listen carefully and talk extensively about what they hear, see and do.
- Activities are designed to help children: listen attentively; enlarge their vocabulary; speak confidently to adults and other children; discriminate phonemes; reproduce audibly the phonemes they hear and use sound-talk to segment words into phonemes.



Phase One: Planning and Progression

- A rich and varied environment will support children's language learning through Phase One and beyond. Indoor and outdoor spaces should be well planned and used flexibly.
- Practitioners and teachers should provide daily speaking and listening activities that are well matched to children's developing interests and abilities.
- The main objective should be segmenting words into their component sounds, and especially blending the component sounds all through a word.
- Exploring sounds in words should occur as opportunities arise throughout the course of the day's activities, as well as in planned adult-led sessions with groups and individual children.
- Curiosity in letter shapes and written words should be fostered throughout Phase One to make a smooth transition to Phase Two.
- There is no requirement that children should have mastered ALL the skills in Phase One before beginning Phase Two.












- Seven aspects:

- Aspect 1: Environmental sounds
- Aspect 2: Instrumental sounds
- Aspect 3: Body percussion
- Aspect 4: Rhythm and Rhyme
- Aspect 5: Alliteration
- Aspect 6: Voice sounds
- Aspect 7: Oral blending and segmenting

- Three strands:

- Tuning into sounds- auditory discrimination
- Listening and remembering sounds - auditory memory and sequencing
- Talking about sounds - developing vocabulary and language comprehension

Aspect 1: Environment Sounds  <p><i>Assessment: I can listen and join in with making sounds</i></p>	Aspect 2: Instrumental Sounds  <p><i>Assessment: I can distinguish between 2 or 3 instruments</i></p>	Aspect 3: Body Percussion  <p><i>Assessment: Body percussion</i></p>
<p>Listening Walk</p> <p>Remind children about the things that good listeners do (eg keep quiet, have ears and eyes ready) Invite children to show you how good they are at listening and talk about why listening carefully is important. After the walk, make a list of all the sounds you could hear.</p>	<p>Story sounds</p> <p>As you read or tell stories, encourage children to play their instruments in different ways. (Make the instrument sound like a giant footprint, Make the instrument sound like Jack is tiptoeing)</p>	<p>Action songs</p> <p>Singing songs and action rhymes should be an everyday event. Ensure children have to include claps, knee pats, foot stamps or move in a particular way. Ensure that children are attentive and know when to move, when to add sounds and when to be still.</p>
<p>Mrs Browning has a box</p> <p>Using a box with four to six familiar noisy items. (e.g a set of keys, squeaky toy, crisp packet)</p> <p>Sing to the tune of 'Old Macdonald' but use the teacher or one of the children's names.</p> <p>Make the sound of one of the objects in the box and continue the song with children imitating using their own voice.</p>	<p>Matching sounds</p> <p>In a circle, provide a selection of percussion instruments. One child starts the game by playing an instrument. The instrument is passed around the circle and each child must use it to make the same sound or a pattern of sounds.</p>	<p>Listen to the music</p> <p>Introduce one musical instrument and ask each child to play it. Ask the children to perform an action when the instrument is played (e.g a clap/jump) Children are to take turns being the leader.</p>

<p>Aspect 4: Rhyme and Rhythm</p>  <p><i>Assessment: I can listen and join in with making sounds</i></p>	<p>Aspect 5: Alliteration</p>  <p><i>Assessment: I can complete a short alliterative sentence.</i></p>	<p>Aspect 6: Voice Sounds</p>  <p><i>Assessment: I can copy a range of voice sounds.</i></p>	<p>Aspect 7: Oral blending and segmenting</p>  <p><i>Assessment: I can blend the sounds together when the teacher sounds them out.</i></p> <p><i>I can segment the word into phonemes when the teacher says a word.</i></p>
<p>Rhyming Soup</p> <p>Sit in a circle so children can all see a set of rhyming objects. Sing:</p> <p>'I'm making lots of silly soup, I'm making soup that's silly, I'm going to put it in the fridge to make it nice and chilly, in goes.... A fox, a box, some socks'</p>	<p>Making aliens</p> <p>Children are to make their own aliens and create names with strings of non-words with the same initial sound. For example:</p> <p><u>M</u>ig <u>m</u>og <u>m</u>ully <u>m</u>oo</p>	<p>Target sounds</p> <p>Give each child a target sound to put into a story when they hear a particular word or character. (e.g. <u>ch</u> sound when they hear the word train)</p>	<p>I spy</p> <p>Using objects containing two or three phonemes play 'I spy' (e.g. zip, hat, chain, boat, ball)</p> <p>'I spy with my little eye a z-i-p' Children repeat the individual phonemes then blend them together.</p>
<p>Rhyming Bingo</p> <p>Give each child 3 pictures of objects with rhyming names. Hide in a bag a set of pictures and objects matching the pictures you have given to the child.</p> <p>The children are to take turns to draw an object out of the bag- children are to call out when they see an object or a picture that rhymes with theirs.</p>	<p>Name Play</p> <p>Call out a child's names and make up a fun sentence using their name. (e.g Ben has a big bouncy ball) Ask the children to think of their own and share with each other.</p>	<p>Watch my sounds</p> <p>Provide small mirrors for children to observe their faces, lips, teeth and tongue as they make different speech sounds and experiment with their voices.</p>	<p>Say the sounds</p> <p>Hide objects in a bag and one child is to say the words in sound talk. For example, d-u-ck and children are to blend the sounds together to make the word.</p>

2

Phase Two

(Up to 6 weeks)



Letter sets

The purpose of this phase is to:

- Teach at least 19 letters.
- Move children from **oral blending** and segmentation to blending and segmenting with letters.

By the end of the phase, children should be able to:

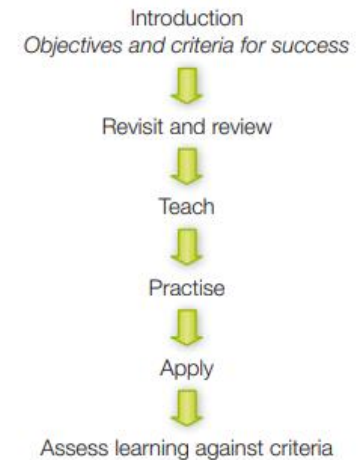
- Read some vc and cvc words
- Spell some vc and cvc words either using magnetic letters or writing on whiteboards or paper.
- Read some high-frequency 'tricky' words: the, to, go, no.

Set 1	s	a	t	p
Set 2	i	n	m	d
Set 3	g	o	c	k
Set 4	ck	e	u	r
Set 5	h	b	f, ff	l, ll ss

Phase 2 The 4 Part Lesson: Revisit and Review

- Practise previously learned letters
- Practise **oral blending** and segmentation
- Flashcards
- Recall (Fans/quick write)
- Be the teacher
- Frieze (Pointing hand)
- Phoneme mats

Sequence of teaching in a discrete phonics session

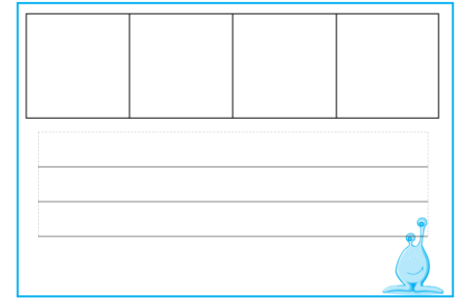








b	c	d	f	g	h	j	l	m	n
	k		ff				ll		
	c						l		
	k								
p	qu	r	s	t	v	w	x	y	z
			s						
			s						
ch	sh	th	ng		a	e	i	o	u
ai	ee	igh	oa	oo	ar	or	ur	ow	ol
ear	air	ure	er						

Phase 2

The 4 Part Lesson: Teach

- Teach a new letter
- Teach blending / segmenting
- Hear it and say it
- See it and say it
- Say it and write it – fingers in the air - whiteboards
- Sound talk
- Phoneme frame with magnetic letters
- *Teach one or two tricky words*



sat	
sip	
tap	
tip	
pot	
pin	

Phase 2

The 4 Part Lesson: Practice

Practise reading and /or spelling words with the new grapheme

- Phoneme frame with children's own magnetic letters
- Segmenting for spelling grid
- Orally Blending
- Orally Segmenting
- Kung Fu Blending
- What's in the box?
- Matching picture to word
- Sound buttons

Phase 2

The 4 Part Lesson: Apply

- Reading words or captions
- Writing words or captions
- Yes/No questions
- Sentence substitution



Phase Two: Assessment

By the end of Phase Two children should:

- Give the sound when shown any Phase Two letter, securing first the starter letter s, a, t, p, i, n;
- Find any Phase Two letter, from a display, when given the sound;
- Be able to **orally** blend and segment CVC words;
- Be able to blend and segment in order to read and spell (using magnetic letters) vc words such as if, am, on, up;
- Be able to read the five tricky words the, to, I, no, go.

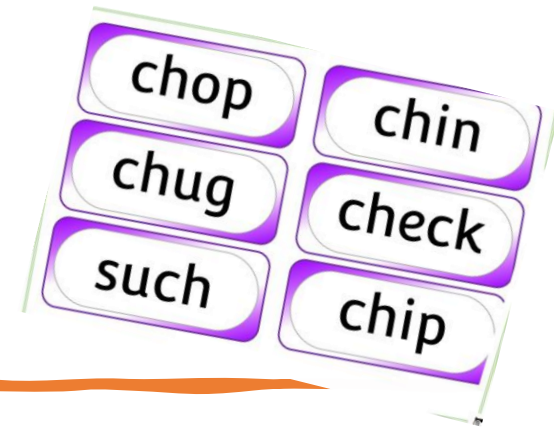
Watch an example Phase 2 lesson by scanning the QR code
Phonics Systems and Synthetic Approach



3

Phase Three

(up to 12 weeks)



At the end of phase 3 children should be able to:

- give the sound when shown all or most Phase Two and Phase Three graphemes;
- find all or most Phase Two and Phase Three graphemes, from a display, when given the sound;
- be able to blend and read CVC words (i.e. single-syllable words consisting of Phase Two and Phase Three graphemes);
- be able to segment and make a phonemically plausible attempt at spelling CVC words (i.e. single-syllable words consisting of Phase Two and Phase Three graphemes);
- be able to read the tricky words he, she, we, me, be, was, my, you, her, they, all, are;
- be able to spell the tricky words the, to, I, no, go;
- write each letter correctly when following a model

Phase 3

The 4 Part Lesson: Revisit and Review

- Practise previously learned letters
- Practise oral blending and segmentation
- Flashcards
- Recall (Fans/quick write)
- Be the teacher
- Frieze (Pointing hand)
- Phoneme mats


b	c k c k	d	f ff	g	h	j	l l l	m	n
p	qu	r	s s s	t	v	w	x	y	z
ch	sh	th	ng		a	e	i	o	u
ai	ee	igh	oa	oo	ar	or	ur	ow	oi
ear	air	ure	er						

Phase 3

The 4 Part Lesson: Teach

- **Teach a new letter**
- **Teach blending / segmenting**
- **Teach one or two tricky words**
- Hear it and say it
- See it and say it
- Say it and write it – fingers in the air - whiteboards
- Sound talk
- Phoneme frame



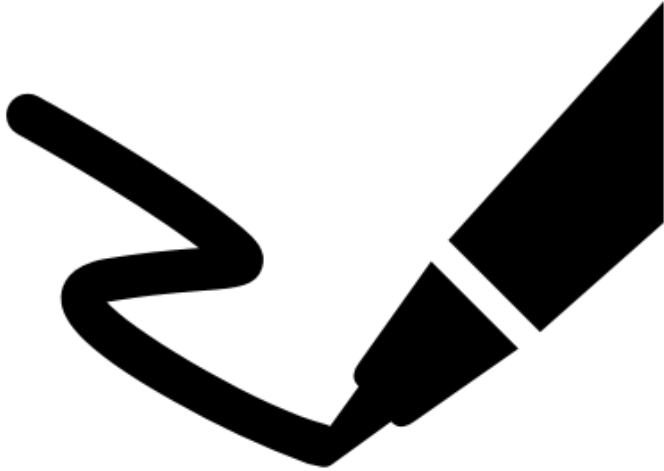




Phase 3

The 4 Part Lesson: Practise

- **Practise reading and /or spelling words with the new letter**
- Phoneme frame
- Stand up, hands up, pair up
- Segmenting (clapping with polysyllabic words)
- Segmenting for spelling grid
- Countdown Orally Blending George says... 'Stand u-p'
- Orally Segmenting
- Kung Fu Blending What's in the box
- Quiz Quiz Trade Matching picture to word
- Sound buttons



Phase 3

The 4 Part Lesson: Apply

- **Read or write a caption (with the teacher) using one or more high-frequency words and words containing the new letter**
- Yes/No questions
- Sentence substitution
- Writing sentences



4

Phase Four

(4-6 weeks)

Children entering Phase Four will:

- **be able to represent each of 42 phonemes by a grapheme**, and be able to blend phonemes to read CVC words and segment CVC words for spelling.
- have some experience in reading simple two-syllable words and captions. They will know letter names and be able to read and spell some tricky words.

The purpose of this phase is to **consolidate children's knowledge of graphemes in reading and spelling words** containing adjacent consonants and polysyllabic words.

It must always be remembered that phonics is the step up to word recognition. Automatic reading of all words – decodable and tricky – is the ultimate goal.

5

Phase Five

(throughout Year One)

The purpose of this phase is for children to broaden their knowledge of graphemes and phonemes for use in reading and spelling.

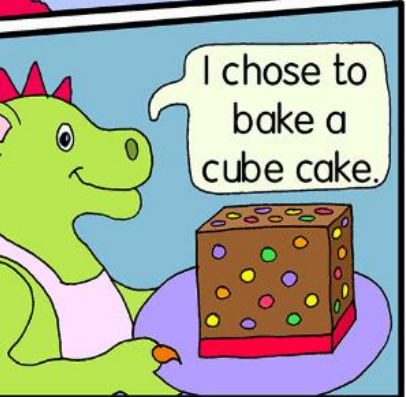
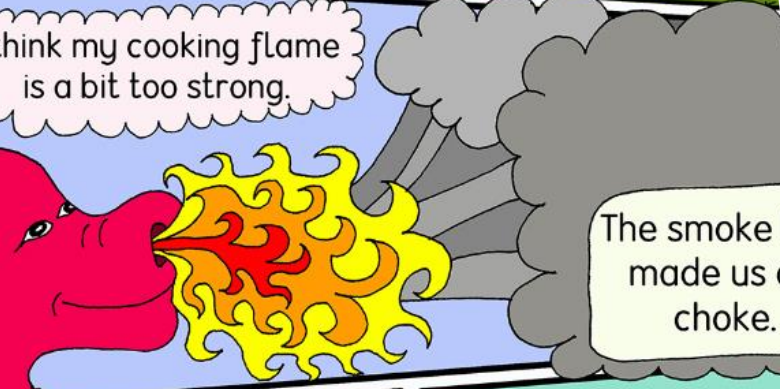
They will learn new graphemes and alternative pronunciations for these and graphemes they already know, where relevant. Some of the alternatives will already have been encountered in the high-frequency words that have been taught.

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.

It must always be remembered that phonics is the step up to word recognition. Automatic reading of all words – decodable and tricky – is the ultimate goal.

Dragon Bake Off



Application in Reading and Writing

At Phase 5 it is particularly important that children learn to practice and apply new graphemes and those that they already know both within and outside the phonics lesson.

A larger proportion of the session should be given to application. Children should be blending words within sentences. Providing copies of phonetically decodable texts to read with a partner is a good strategy for enabling all pupils to engage.

Children should have access to the complex sound mat whenever they write. This enables them to see the range of sounds that they know and to make choices about spelling as they segment words to spell them.

6

Phase Six

(throughout Year Two)

By the beginning of Phase Six, children should know most of the common grapheme–phoneme correspondences (GPCs).

They should be able to read hundreds of words, doing this in three ways:

- reading the words automatically if they are very familiar;
- decoding them quickly and silently because their sounding and blending routine is now well established;
- decoding them aloud.

Children’s spelling should be phonemically accurate, although it may still be a little unconventional at times. Spelling usually lags behind reading, as it is harder. During this phase, children become fluent readers and increasingly accurate spellers.

Phase Six: A time of Transition

During Phase Six many children will be reading longer and less familiar texts independently and with increasing fluency. **The shift from learning to read to reading to learn takes place** and children read for information and for pleasure.

As children find that they can decode words quickly and independently, they will read more and more so that the number of words they can read automatically builds up.

It is during year 2 that we should ensure that all children have the necessary skills to be ready for the next phase of their education in Key Stage Two.

