



Foxton Primary School

Handbook for the teaching of Systematic Synthetic Phonics

April 2022

Introduction

This handbook has been created to give guidance and explain how phonics is taught at Foxton Primary School. Phonics is taught in Classes 1 and 2, for children in Reception, Year 1 and Year 2. We have based our teaching on the original Letters and Sounds document, which has been adapted to incorporate the requirements of the 2014 National Curriculum. This has enabled us to create and teach a high quality phonics lessons to enable the children to learn, recall and apply their phonics knowledge successfully in early reading and writing. Phonics is taught on a daily basis for 25-30 minutes and pupils are given the opportunity to learn recall and apply their phonics knowledge successfully within early reading and writing

Phonics Terminology

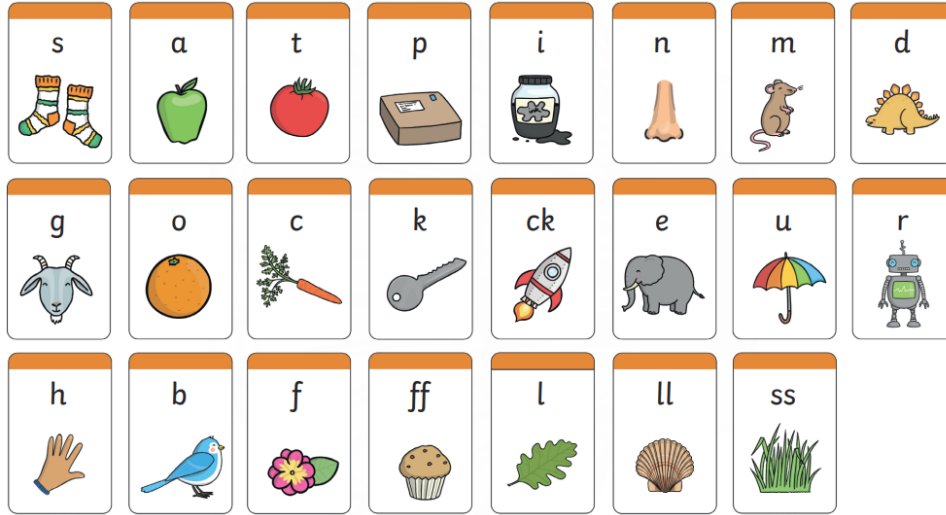
| | |
|------------------------|---|
| Phoneme | The smallest unit of sound. There are 44 phonemes in English which are put together to make words. |
| Grapheme | The visual representation of a phoneme. They can be made up of 1 or more letters. Eg <i>c, sh, igh</i> . |
| GPC | Grapheme Phoneme Correspondence: the link between a phoneme and the letter or letters which represent it. |
| Digraph | A grapheme comprising two letter that make one sound, eg <i>oo</i> . |
| Trigraph | A grapheme comprising three letters that make one sound, eg <i>igh</i> . |
| Split digraph | The two letters making the vowel digraph are split by the final consonant. |
| Mnemonic | A rhyme or sentence to remember spelling, eg <i>said - Sally Anne Is Dancing</i> . |
| VC, CVC, CCVC | Abbreviations to represent word structure – e.g. vowel-consonant, consonant-vowel-consonant etc. |
| Common Exception Words | These are words that cannot be decoded using phonics and need to be learnt by sight, eg <i>said, what</i> . |
| Blends | A group of two or three consecutive consonants in a word that are merged together when reading E.g. <i>bl, st, dr</i> . |
| Clusters | The written form of the blend. |
| Homophones | Words which sound the same but have a differing spelling and meaning. E.g. <i>where / wear</i> . |
| Oral blending | Hearing phonemes and merging them together to say a spoken word. |
| Blending | Merging individual phonemes together to read a word. |
| Oral segmenting | Hearing a whole word, then splitting it up into its individual phonemes.. |
| Segmenting | Hearing a word, splitting it into its phonemes, and writing the phonemes in order to spell. |

Phonics Phases

Children work systematically through 5 phonic phases throughout their time in Reception and KS1.

Phase 1 concentrates on developing children's phonological awareness and begins in nursery and pre-school. These skills are revisited in Reception alongside the teaching of Phase 2.

Phase 2 introduces 23 graphemes and their letters. Children will begin to blend and segment words containing these graphemes.



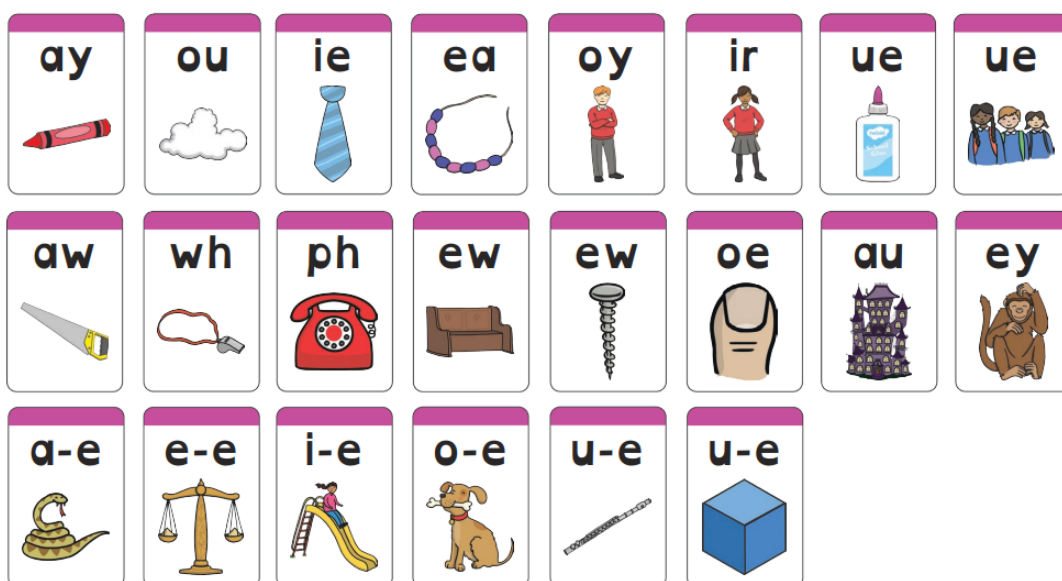
Phase 3 introduces another 26 new graphemes. Several of these are digraphs or trigraphs comprising two or three different letters to make one phoneme.



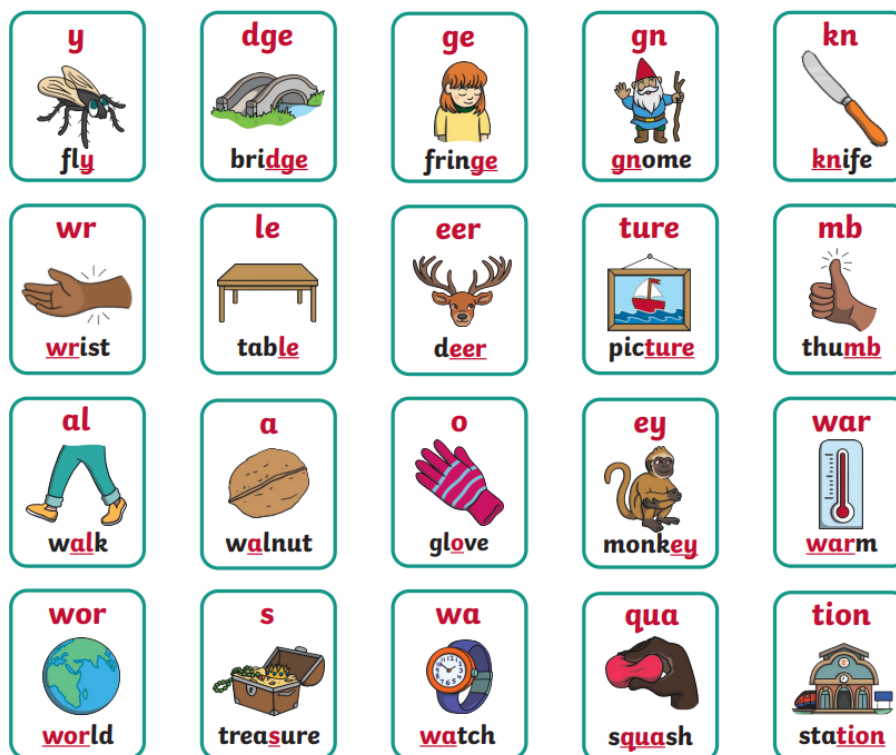
Phase 4 aims to teach children to blend consonants together so they can speedily read and confidently spell longer words. For example s-t-a-m-p becomes st-a-mp.



Phase 5 is taught in Year 1. Children will learn more graphemes and phonemes. They will build on the graphemes they know, such as igh and will be introduced to “sound families”, learning new spellings for the same grapheme such as *ie* as in *pie* and *i-e* as in *like*. Alternative pronunciation for graphemes will also be introduced to support reading, such as *ea* in *tea* and *head*.



Once children are secure with Phase 5, they move on to Year 2 spelling objectives, as detailed in Appendix 1 of the National Curriculum for English. Children should now be able to read many words by sight and decode unfamiliar words speedily. They will be able to spell words using their increasing knowledge of alternative graphemes, prefixes, suffixes and homophones.



For details of the lessons and progression through the phases, see the long-term planning for Reception, Year 1 and Year 2, at the end of this document.

Assessment of Phonics

In Class 1 and 2, rigorous individual phonics assessment takes place at the end of every half term. This allows teachers to systematically track children’s progress and swiftly spot any gaps in their knowledge which are then addressed through quality first teaching and intervention

Ideally every child should know every GPC and Common Exception Word taught in the phase being assessed, but it is not compulsory in order to move onto the next phase. Only if children have a significant number of gaps will they remain on the current phase and not move on. If needed, interventions will be scheduled to provide support. Graphemes and Common Exception Words from previous phases will regularly be revisited during the daily phonics lesson to support automatic recall and recognition.

Children’s GPC recognition and their ability to read words containing taught graphemes is checked and recorded during the one-to-one phonics assessment. In Phonics assessments children read out a mix of graphemes and words containing the graphemes from a particular phase. Scores are recorded, together with any inaccuracies. Gaps in knowledge are noted and used to inform intervention and phonics planning.

Each year, in mid June, Year 1 complete the DfE Phonics Screening Check. The test is designed to confirm whether children are working at the expected standard for phonics for their age. During the check, each child sits one to one with their teacher and reads aloud 40 words. These words are a mixture of real and pseudo (alien) words. The inclusion of pseudo words ensures that children are using their decoding skills and are not just relying on their memory of words they have read before. Children will have already

undertaken practice phonics screening checks during their time in Year 1, so will be familiar with the format by the time they take the official check.

Interventions

If children do not pass the Phonics Screening Test in Year 1 they will receive additional phonics support in Year 2 alongside the quality first teaching of Y2 spelling objectives. Assessments will be undertaken to investigate the barrier to their learning and interventions will focus on supporting their learning. They will continue to read decodable books matched to their current level of phonic knowledge. They will undertake regular practice tests and will retake the DfE Phonics Screening Test in June of Year 2. Phonics support continues for children in Years 3-6 if required. All teachers and teaching assistants are trained in phonics and are able to give additional support and plan interventions as needed.

Phonics Lessons

In Class 1 children are taught in small groups, matched to their phonic level. In Class 2 children are taught in their individual year groups, Year 1 and Year 2. A range of strategies are used to support learning and to ensure all pupils can access the lesson and make progress. This includes use of oral blending, magnetic graphemes, sound puppets, phoneme frames, sound buttons and actions to support recall of phonemes. There is consistent approach to phonics teaching across Class 1 and 2. Lessons follow a “review, teach, practice and apply” structure which enables children to consolidate previous learning and learn new phonemes and graphemes. Interactive games are used to ensure all pupils are engaged with learning and there are daily opportunities to apply phonic knowledge within reading and writing. New Common Exception Words are taught each week and previously taught words are revisited. Resources to support phonics, such as grapheme mats and Common Exception Word mats, are consistent across all classes and continue to be used to support intervention in KS2.

In Reception and Year 1, children’s read decodable books are closely matched to their current phonics level to ensure current learning can be applied successfully in reading. Children progress onto the next reading level once they are confident with the phase taught the phonics lesson.

In their writing children will complete “next steps” where they may be asked to correctly spell a known Common Exception Word or use the correct grapheme in a word. Once taught in lessons, Common Exception Words for Year 1 and Year 2 are published on Readwriter for children to practice at home.

Phonics Plans – Reception, Year 1 and Year 2

| | Reception | | | | | |
|--|---|---|--|---|--|--|
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| 1 | Phase 2 - s, a, t, p Initial sounds | Phase 3 - j, v, w, x CVC blending/segmenting Common Ex Word: no | Phase 3 - igh, oa CVC blending/segmenting Common Ex Word: be | Phase 3 - ur CVCC blending/segmenting Com Ex Word: review | Phase 4 - od, -ok, -ot, -oo CCVC blending/segmenting Common Ex Word: so | Phase 4 - compound words segmenting/blending Common Ex Word: one |
| 2 | Phase 2 - i, n, m, d Initial sounds Common Ex Word: I | Phase 3 - y, z, zz, ou CVC blending/segmenting Common Ex Word: he | Phase 3 - ow, oi CVC blending/segmenting Common Ex Word: all | Phase 4 - st, sp, sk, sw CCVC blending/segmenting Common Ex Word: like | Phase 4 - -och, sh, th CCC blending/segmenting Common Ex Word: were | Phase 4 - compound words segmenting/blending Common Ex Word: what |
| 3 | Phase 2 - g, o, c, k Initial sounds CVC blending/segmenting Common Ex Word: to | Phase 3 - ng, ch, sh CVC blending/segmenting Common Ex Word: she | Phase 3 - ar, or CVC blending/segmenting Common Ex Word: are | Phase 4 - tr, fr, pr, dr CCVC blending/segmenting Com Ex Word: have | Phase 4 - review Segmenting/blending Common Ex Word: there | Phase 4 - compound words segmenting/blending Common Ex Word: little Assessment – Phase 4 |
| 4 | Phase 2 - e, u, r, h Initial sounds CVC blending/segmenting Common Ex Word: go | Phase 3 - th and th (alternative sounds) CVC blending/segmenting Common Ex Word: we | Phase 3 - ur, er CVC blending/segmenting Common Ex Word: her | Phase 4 - cr, br, gr, yr CCVC blending/segmenting Com Ex Word: some | Phase 4 - review Segmenting/blending Common Ex Word: do | Phase 5 introduction for exceeding ch Formative assessments dictate consolidation for other ch |
| 5 | Phase 2 - b, f, l Initial sounds CVC Blending/segmenting Common Ex Word: into | Phase 3 - oo and oo (alternative sounds) CVC blending/segmenting Common Ex Word: me | Phase 3 - air CVC blending/segmenting Common Ex Word: they | Phase 4 - pl, fl, cl, sl CCVC blending/segmenting Com Ex Word: come | Phase 4 - review Segmenting/blending Common Ex Word: when | Phase 5 introduction for exceeding ch Formative assessments dictate consolidation for other ch |
| 6 | Phase 2 - ck, ss, ff, ll Initial sounds CVC blending/segmenting Common Ex Word: the Assessment – Phase 2 | Phase 3 - ai, ee CVC blending/segmenting Common Ex Word: review Assessment – Phase 3a&b | Phase 3 - ear CVC blending/segmenting Common Ex Word: review Assessment – Phase 3a,b&c | Phase 4 - spr, scr CCC blending/segmenting Common Ex Word: review Assessment – Phase 4 | Phase 4 - review Segmenting/blending Common Ex Word: out | Phase 5 introduction for exceeding ch Formative assessments dictate consolidation for other ch |
| Apply phonic knowledge in reading using decodable texts matched to current level | | | | | | |
| Begin to read Phase 2 Common Ex Word s | | Begin to read Phase 3 Common Ex Word s by sight | | Begin to read Phase 4 Common Ex Word s by sight | | Read and spell Phase 2, 3 and 4 Com Ex Word s |
| Begin to apply phonic knowledge in writing | | | Continue to apply phonic knowledge in writing | | | |

| | Year 1 | | | | | |
|---|---|---|--|---|---|--|
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| 1 | Phase 3 recap Com Ex Words - no go so | oa family (oa, oe, o-e) Com Ex Words - he she we me be | ai family (ai, ay, a-e) Com Ex Words - One once | oa family (oa, oe, o-e) Com Ex Words - see, day, her, will, little, back | ai family (ai, ay, a-e) | or family (or, aw, au) ur family (ur, er, ir) |
| 2 | Phase 3 digraphs Com Ex Words - the I is his | oo family (oo, ue, ew, u-e) Com Ex Words - by my was were | ee family (ee, e-e, ev) Com Ex Words - here there where | oo family (oo, ue, ew, u-e) Com Ex Words - look, looked, asked, now, down | ee family (ee, e-e, ev) | Phonics Check |
| 3 | Phase 4 recap Com Ex Words - Put push pull full | or family (or, aw, au) ur family (ur, er, ir) Com Ex Words - has says ask | igh family (igh, ie, i-e) Com Ex Words - our are | or family (or, aw, au) Com Ex Words - saw, for, when, very, have, out | igh family (igh, ie, i-e) | Plurals (whole class) |
| 4 | ai family (ai, ay, a-e) Com Ex Words - of off | oi family (oi, oy) wh (wheel) ph (phone) Com Ex Words - come some they | oi family (oi, oy) ow family (ow, ou) Com Ex Words - love Were where | ur family (ur, er, ir) Com Ex Words - with, that, this, then | oa family (oa, oe, o-e) | Un prefix (whole class) |
| 5 | ee family (ee, e-e, ev) Com Ex Words - do to today | -kn (knee) gn (gnat) wr (wrist) mb (thumb) Com Ex Words - You your friend said | air, are, ear ear ere eer Com Ex Words - School house | Adding -er and -est to adjective Com Ex Words - came, made, make, time, like | oo family (oo, ue, ew, u-e) | Contractions (whole class) |
| 6 | igh family (igh, ie, i-e) Phonics assessment Com Ex Words test | Adding -er and -est to Plurals -s and -es Phonics assessment Com Ex Words test | Spelling -dge (bridge) ge (page) tch (match) Phonics assessment Com Ex Words test | Adding -s and -es to words Phonics assessment Com Ex Words test | split digraphs Phonics assessment | er est (whole class) Spelling - c (circle) |
| Revise Phase 2 & Phase 3 GPCs | | | | | | |
| Blend to read words containing new GPCs, including decodable high frequency words | | | Blend to read alien words containing new GPCs | | Blend to read real and alien words containing Phase 5 GPCs, including 2-syllable words and words with adjacent consonants | |
| Continue to apply phonic knowledge in writing, including dictated sentences | | | | | | |
| Apply phonic knowledge in reading using decodable texts matched to current level | | | | | Use knowledge of rules to choose the correct grapheme when spelling words independently | |
| Segment to spell words containing new GPCs | | | | | | |
| Explore alternative pronunciations for the same grapheme | | | | | Continue to explore alternative pronunciations for the same grapheme when reading | |

| Year 2 | | | | | | |
|--|---|---|--|--|--|---|
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| 1 | Spelling - /igh/, /y (fly), /or/ a (walk), /u/ o (mother), /ee/ ey (money), /zh/ s (treasure) | Spelling – g (gem), ge and dge (wage, hedge) kn (knight) gn, (gnat), wr (write) Com Ex Words- find kind mind behind | Spelling – c (race, city, icy), -tion (station) Com Ex Words- door floor poor People because | Spelling – g (gem), ge and dge (wage, hedge), kn (knight) gn, (gnat), wr (write) Com Ex Words– too their about | Spelling – c (race, city, icy), -tion (station) | Suffixes -ful –ness -ment, -ly -less |
| 2 | Present tense –ing Com Ex Words- could would should | Plurals Com Ex Words- Fast last past class grass pass | Present tense –ing Com Ex Words- Wild climb water sugar sure | Plurals Com Ex Words– all called oh what | Spelling - /l/ le, ie, al at the end of words, words ending il, /er/ or after w (work), /or/ ar after w- | Prefixes un- dis- |
| 3 | Past tense –ed Com Ex Words- old cold gold hold told | Prefixes un- dis- Com Ex Words- Great break steak | Past tense –ed Com Ex Words- Pretty beautiful most only both | prefixes un- dis- Com Ex Words– it's don't I'm | Spelling - /igh/, /y (fly), /or/ a (walk), /u/ o (mother), /ee/ ey (money), /zh/ s (treasure) | Plurals (whole class) |
| 4 | Contractions Com Ex Words- mother father any many who | Suffixes - full -less Com Ex Words- Move prove improve eye | Contractions Com Ex Words- After plant bath path any many again busy | Suffixes -ful –ness -ment, -ly -less Com Ex Words– sure sugar | Suffixes -ful –ness -ment, -ly -less | Un prefix (whole class) |
| 5 | Homophones & near Homophones Com Ex Words– who half whole hour money | Comparatives er, est Com Ex Words- Child children mother father parents Christmas | Homophones & near homophones Com Ex Words- again busy clothes | Comparatives er, est Com Ex Words– father parents High Frequency Words test | SATs – spelling paper | Contractions (whole class) |
| 6 | 4 Sentences / rainbow sentences Com Ex Words- even every everybody Com Ex Words test | Apostrophes for ownership Com Ex Words- both only pretty Com Ex Words test | 4 Sentences / rainbow sentences Com Ex Words– any many clothes Com Ex Words test | Apostrophes for ownership Com Ex Words test | Apostrophes for ownership | Er, est (whole class) Spelling - c (circle) |
| | Read and spell Y1 Com Ex Words | Read and spell Y1 and Y2 Com Ex Words | | Read and spell Y1 and Y2 Com Ex Words & 100 High Frequency Words | | |
| Continue to revise Phase 5 GPCs and alternative grapheme choices for spelling | | | | | | |
| Apply phonic knowledge in reading using decodable texts matched to current level | | | | | | |
| Continue to apply phonic knowledge in writing, including dictated sentences | | | | | | |