



☆ Aim high
& be a Star ☆

Phonics at Greenways Primary Academy

Why teach phonics?

The ability to read and write well is a vital skill for all children, paving the way for an enjoyable and successful school experience.

Phonics helps children to develop good reading and spelling skills.

For example, **mat** can be sounded out for reading and spelling.

How we teach phonics at Greenways

Children in the EYFS and Key Stage 1 follow a systematic synthetic phonics approach to learning phonics using the **Floppy's Phonics Sounds and Letters teaching programme**.

This is a step-by-step phonics programme to introduce children to the letters and sounds (the alphabetic code) that are the foundation for reading and writing. In EYFS, the children also use the Jolly Phonics rhymes and actions to support the introduction of each sound.

Children in EYFS & KS1 take part in a high-quality phonics session every day using a **4-part teaching cycle**. The academy's approach to teach early reading and synthetic phonics is systematic and ensures that all children learn to read words and simple sentences by the end of Reception Class. The children are expected to use their phonic knowledge to support early writing.

Nursery Coverage

Floppy's Phonics Sounds

and Letters Stage 1

Stage 1 of Floppy's Phonics concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work which starts in the next stage. Floppy's Phonics bases its Stage 1 planning on the Letters and Sounds Phase 1 programme.

The emphasis during Stage 1 is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills.

Reception Coverage

Floppy's Phonics

Stage 1+, Stage 2 and Stage 3

In **stage 1+**, the children will be taught the following phonemes/graphemes:- **s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, le, ss**. The children are also taught to read the common exception words:- **to, the, no, I, go, into**.

In **stage 2**, the children will be taught the following phonemes/graphemes:- **j, v, w, x, y, z, zz, qu, ch, sh, th, ng, dge, ve, wh, cks, tch, nk**. The children are also taught to read the common exception words:- **he, she, we, me, be, you, are, all, they, my, was, her**.

In **stage 3**, the children will be taught the following phonemes/graphemes:- **ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, er, ue, ure and ture**. The children are also taught to read the common exception words:- **have, like, said, so, come, some, there, little, one, when, have, out, what**.

As soon as each set of letters is introduced, children will be encouraged to use their knowledge of the letter sounds to blend and sound out words.

Year 1 Coverage

Stage 4 and Stage 5

In **stage 4**, the children will be taught the following alternative graphemes for the following phonemes :-

/ai/ ai ay, **/oi/** oi oy, **/ee/** ee ea, **/igh/** igh ie, **/oa/** oa ow, **/yoo/** ue ew, **/oo/** oo ew **/ou/** ow ou, **/ur/** ur ir / **or/** or aw **/eer/** ear eer, **/air/** air are.

In **stage 5**, the children are taught a wide range of alternative phoneme/grapheme correspondences from the Floppy's Phonics Sounds and Letters Programme eg. **/ai/** ai, ay, eigh, ey, ae, ea and a-e (split digraph)

The children are also taught to read the common exception words:- **oh, their, people, Mr, Mrs, looked, called, asked, could.**

Blending

- Recognising the letter sounds in a written word, for example

r-a-g

sh-i-p

Segmenting

- ‘Chopping’ up the word to spell it out.
- Identifying the individual sounds in spoken words, for example

d-o-g

r-ai-n

Year 2 Coverage

By the beginning of Year 2, 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 stage, children become fluent readers and increasingly accurate spellers.

Year 2 - Reading

At this stage, 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 pleasure.

Children need to learn some of the rarer GPCs and be able to use them accurately in their reading.

By this stage, many children will be able to read texts of several hundred words fluently at their first attempt. Those children who are less fluent may benefit from reading shorter texts several times, not in order to memorise texts, but to become more familiar with at least some of the words that cause them to stumble, and to begin to experience what fluent reading feels like.

Reading (continued)

To become successful readers, children must understand what they read. They need to learn a range of comprehensive strategies and should be encouraged to reflect upon their own understanding and learning. Such an approach, which starts at the earliest stages, gathers momentum as children develop their fluency.

Children need to be taught to go beyond literal interpretation and recall, to explore the greater complexities of texts through inference and deduction. Over time they need to develop self-regulated comprehension strategies:

- Activating prior knowledge;
- Clarifying meanings – with focus on vocabulary work;
- Generating questions, interrogating the text;
- Constructing mental images during reading;
- Summarising

Spelling

In Year 2, children are taught :

- Introducing and teaching the past tense – the past tense dealt with in this section is simple past tense, e.g. I looked, not continuous past tense e.g. I was looking.
- Investigating and learning how to add suffixes – to reinforce understanding and application of the -ed suffix for the past tense.
- Teaching spelling long words – to investigate how adding suffixes and prefixes changes words.

Terminology

Phoneme:

The smallest unit of sound.

It is the sound and not the written letter.

We dot a phoneme underneath.

Grapheme: The representation of a sound.

Digraph: Two letters that make one sound, such as 'ch', 'sh', 'oa'

Trigraph: Three letters that make one sound, as in 'ear', 'air', 'igh'

High Frequency Words

Within lessons we teach the children high frequency words. These are words that appear most often in print.

Common Exception Words

Children are also taught to read and spell 'common exception' words – also known as 'tricky words.' These are words with spellings that are unusual and not decodable. These include the words ***to***, ***was*** and ***said***.

Pseudo Words

Pseudo words also known as 'nonsense' or 'alien words' are made up words where different phonic sounds are put together.

 ect	 shog
 jat	 stip
 yod	 bulm
 keb	 quock
 toin	 voisk

Phonics Screening Test

In Year 1, all the children take part in the government phonics screening test. They will read a set of 40 words 20 real words and 20 pseudo words.

The children are familiar with the pseudo words with them being used regularly during phonics lessons.

The children will recognise the format of the assessment as they will have seen the format during the year to ensure they feel comfortable during the screening test week.

Useful website addresses and apps

Phonics Websites

www.phonicsplay.co.uk

<http://www.topmarks.co.uk/interactive.aspx?cat=40>

<http://www.letters-and-sounds.com/>

<http://jollylearning.co.uk/gallery/>

<http://www.crickweb.co.uk/>

<http://www.oxfordowl.co.uk/Reading/>

Phonics Apps

Reading eggs

Hairy letters

Mr Thorne does phonics