



Phonics Intent

At Coney Hill Reading is a top priority and a key driver for our curriculum. We intend for all our children to become confident fluent readers and know that outstanding Early Reading provision through phonics is essential to this. We intend

- To provide children with the skill and strategies needed to develop into independent, confident and fluent readers by the end of Key Stage 1.
- To build children's speaking and listening skills and early language development.
- To foster a love of reading in all children.
- To provide age appropriate Phonics provision.
- To ensure there is rigour, pace and fidelity to our phonics scheme and its delivery.
- To ensure home reading books match to the child's phonics ability.
- To ensure phonics is taught every day.
- To give intervention to children quickly who are at risk of falling behind.
- To give regular opportunities to our children to apply their phonics knowledge to help decode unfamiliar words with increasing accuracy and speed.
- To develop skills of prosody and expression.
- To ensure children have daily opportunities to blend and segment words.
- To ensure all children have daily opportunities to apply phonic knowledge in either reading or writing or both.
- That all staff have the knowledge, skills and CPD to develop quality phonics sessions for all children.
- by the end of Year One to be secure with phase 5 phonics and at the end of Reception children to be secure with the phase 3 sounds and phase 4 concepts.
- For the majority of children to pass the phonic screening check.
- For all children to aspire to become confident, fluent readers and understand that through reading new worlds are open to them.



Phonics Implementation

Big Picture

- At Coney Hill we provide daily speaking and listening activities that are well matched to children developing abilities and interests, drawing upon observations and assessments to plan for progression and to identify children who need additional support.
- Teaching staff at Coney Hill provide Phonic lessons that are active, fun and motivating, which children love. Each lesson gives children opportunities to read, write and develop vocabulary and listening skills.
- We follow Unlocking Letters and Sounds SSP. Unlocking Letters and Sounds is a systematic six phase teaching programme designed to help practitioners teach children how the alphabet works for reading and spelling. It allows for the progression of skills to be taught because of the clear structure and sequence of the programme itself.
- Each phoneme and grapheme in Phase 2 and 3 has an action and a key phrase. Phase 2, 3 and 4 have alphabet songs to support children to learn the names of the letters too.
- Skills and knowledge are delivered through reading or phonic lessons 5 times a week, in short, pacey 20-30 minute lessons.
- Unlocking Letters and Sounds is the phonics scheme of work taught consistently through Early Years and KS1. It is a whole class approach and the aim is for all children to 'keep up'.
- Children participate in short, sharp focussed lessons that scaffolds the learning of the alphabet code in order to build up blending skills and therefore create fluent readers and writers.
- Each phase follows a highly structured approach to teaching, covering all aspects of the programme.
- All lessons have rigour, structure and fidelity to the scheme.
- The Lessons follow a clear structure of **Review, Teach, Practise, Apply, Recap**.
- Lessons are pitched at the expected level for each year group and intervention is given to those children not at the expected level.
- It is the age related expectation that children will recap phase 4 and be ready to begin Phase 5 at the beginning of Year 1 and work through this phase all year. During Phase 5 children will be taught to read and spell split digraphs (a-e, e-e, i-e, o-e, u-e) as well as alternative pronunciations eg i (fin, find), c (cat, cent). Children will also be taught alternative spelling for different sounds – sound families eg ai, ay, a, a-e.
- During Year 2 the age related expectation is Phase 6, children will continue to revise and revisit phase 5 but will move onto exploring past and present tense, suffixes eg -ed, and prefixes. They will also learn about compound words, homophones and common spelling rules.
- All children will take the Phonics Screening Check which consists of 40 words and non-words that children are asked to read. It is carried out at the end of Year 1 and will identify pupils who need extra phonics support and those who can use the phonics skills they have learned.
- Children who didn't pass the Phonics Screening check continue to learn phonics in Year Two.
- Phonic assessment is ongoing and used to give intervention for children at risk of falling behind.

- Summative assessments in phonics are also carried out at the end of each term or phonic phase. Gaps are identified and taught.
- Children apply their phonic knowledge in guided reading and individual reading sessions where books are phonetically decodable and matched to their phonic phase.

Teaching Timetable of Unlocking Letters and Sounds

Phase One provision Ongoing	Reception	
	Autumn 1	Phase 2
	Autumn 2	Phase 2 and 3
	Spring Term	Phase 3 Consolidate Phase 2 and 3
	Summer Term	Phase 4

Phase One provision Ongoing	Year 1	
	Autumn 1	Consolidate Phase 3 and 4
	Autumn 2	Phase 5 – part A
	Spring Term	Phase 5 – part B
	Summer Term	Phase 5 – part C and D

Our Learners

- In Early Years and Year 1, reading is taught in short phonics and shared reading sessions.
- Children are grouped according to ability in reading lessons.
- Phonics is taught as a whole class mastery approach, with intervention groups to support where needed. A fun and lively approach is used.
- In Early Years, children are physical learners and will be encouraged to develop the language of story and texts through story making, talk4writing and helicopter stories where they physically walk through the stories.
- The environment will embed and immerse the children in the text and all aspects of continuous provision will support this.
- Our lowest 20% learners are supported by Teaching Partners to participate in the lesson and then receive further intervention to build confidence.
- Children need regular practise so phonic skills are regularly revisited throughout the day.
- Each child has an individual assessment record which is used to record the sounds, tricky words and high frequency words children can read and spell. Their progress is tracked to ensure needs are met.
- Regular summative and formative assessment will highlight any gaps children have in learning. These children will be given daily 5 minute individual interventions from the ULS scheme.
- At the end of Year 1 all children will take a statutory Phonics Screening Check. Within school, children are regularly assessed in their phonics throughout the Early Years and Key Stage 1.

- Children who did not pass the phonics screening test in Year 1 will receive further phonics and reading support in Year 2 and will be retested. Those children who did pass their phonics test will work on Phase 6 spelling patterns and Rocket Reading. This will be supported through the use of Spelling Shed.
- Children continue to have phonic sessions as they move into Key Stage 2 until they are secure with all phases.

Learning Environment

- The school environment will reflect our commitment to attainment in reading for all pupils by providing children with high quality reading displays to encourage a culture for reading:
- Vocabulary is displayed in the classrooms, when taught, including high frequency words, general vocabulary and subject specific vocabulary.
- Phonics is displayed in each Key Stage One classroom and is consistent in format.
- Graphemes are displayed as they are learned and regularly referred.
- Graphemes and tricky words are displayed in print form.
- Other words that children are expected to read are in print form.
- Graphemes that make the same sound are grouped together so that children can use them to make the correct choice when spelling.
- Continuous provision activities allow children to practise and apply their phonic knowledge.
- Sound mats and word cards are displayed to support children's independence in their use of phonics.

Home Learning

- We work in partnership with parents, so pupils develop a love of books and reading.
- Phonics is sent home every week to recap learning.
- Spelling shed is used to support phonic skills and applying spelling patterns and rules.
- Books are assigned on book club to children on a weekly basis for children to work on at home.
- Home reading is expected and children are encouraged to reread texts at 3 times to develop fluency and confidence.
- Children take home books that are matched to their reading ability and their phonic phase.
- Parents are supported through phonic workshops and meetings so they have the skills to support their children in their reading.
- Tricky words are sent home each week for children to practise.
- Reading and writing is always included in home learning challenges which are sent home once a term.

Appendix

Expectations of each Phonics Phase

Phase 1 Preschool/Reception	Phase 1 of Unlocking Letters and Sounds concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work which starts in Phase 2. The emphasis on Phase 1 is to get children attuned to the sounds around them and ready to begin developing oral and blending skills. Phase 1 is divided into seven aspects. • Environmental sounds • Instrumental sounds • Body sounds • Rhythm and rhyme • Alliteration • Voice Sounds
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	• Oral blending and segmenting
Phase 2, up to 6 weeks Reception	In Phase 2, letters and sounds are introduced one at a time. A set of letters is taught each week. As soon as each set of letters is introduced, children will be encouraged to use their knowledge of letter sounds to blend and sound out words. They will also start to segment words into their separate sounds and begin to read simple captions. 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 From set 4 onwards children are encouraged to read 2 syllable words such as pocket, sunset. Children learn one set of words a week. The children practise blending two or three letter words for reading and segmenting. Tricky words: the, to no, go, I into
Phase 3, up to 12 weeks Reception	By the time they reach Phase 3 children will already be able to blend and segment words containing phase 2 sounds. They will be taught to read captions, sentences and questions. They will learn digraphs and trigraphs. Once they have completed this phase they will have learnt the 'simple code' (one grapheme for each phoneme in the English language) Set 6: j v w x Set 7: y, z, zz, qu Consonant digraphs: sh, ch, th, th, ng Vowel digraphs: ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, ure, er Tricky words: he, she, we, me, be, was, you, they, all, are, my, her
Phase 4, 4 to 6 weeks Reception	When the children start Phase 4 they will know a grapheme for each of the 42 phonemes. They will be able to blend sounds to read CVC words and segment in order to spell them. They will also be able to read simple two-syllable words and simple captions. In this phase children will learn to blend and segment longer words with adjacent consonants eg, jump, frog, clap CCVC words (consonant, consonant, vowel, consonant) eg clap CVCC words (consonant, vowel, consonant, consonant) eg jump CCVCC words (consonant, consonant, vowel, consonant, consonant) eg crisp CCCVCC words (consonant, consonant, consonant, vowel, consonant, consonant) eg strump Tricky words: said, have, like, so, do, some, come, where, there, little, one, when, out, what
Phase 5 Throughout Year 1	Children will enter Year One being able to read and spell words with adjacent consonants eg trap, string, flask. They will also be able to read some polysyllabic words. In Phase 5 children will learn more graphemes and phonemes eg the already know ai as in rain and will learn ay and a-e. ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a-e, e-e, i-e, o-e, u-e. Children are also taught alternative sounds for spellings they already know

	i (fin, find), ow (cow, blow), y (yes, by, very) o (hot, cold), ie (tie, field), ch (chin, school, chef) c (cat, cent), ea (eat, bread) ou (out, shoulder, could) g (got, giant), er (farmer, her) u (but, put), a (hat, what) Tricky words: Oh, their, people, Mf, Mrs, Looked, called, asked, could
Phase 6 Throughout Year 2 onwards	In Phase 6, the main aim is for children to become more fluent readers and more accurate spellers, working on spelling, including prefixes and suffixes, doubling and dropping letter etc. Children look at how to use and spell words in the past tense. They learn rules to help them make correct spelling choices, learn how to add suffixes eg. Ed, ing, ly, est, ful, s, es and how to proof read.

Useful Resource links

- www.ICTgames.co.uk
- www.phonicsplay.co.uk
- www.familylearning.org.uk
- www.letters-and-sounds.com
- www.oxfordowls.co.uk

Glossary

Initial sound – first sound in the word

Segmenting – breaking up words into their individual sounds to spell a word

Blending – putting sounds together to read a word

Phoneme – the smallest unit of speech-sounds which make up a word

Grapheme – the written representation of the sound

Digraph – two letters together make one sound

