



Phonics Intent

At Coney Hill, Reading is our 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.
- For children to have pride in their reading and the progress they are making.



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 the Unlocking Letters and Sounds approach to phonics. Unlocking Letters and Sounds is a systematic five phase teaching programme designed to help practitioners teach children how the alphabet works for reading and spelling. Unlocking Letters and Sounds 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. Some have songs to help the children recall the sounds and letters.
- Skills and knowledge are delivered through reading or phonic lessons 5 times a week, in short, pacey 20-30 minute lessons.
- Letters and Sounds is the phonics scheme of work taught consistently through Early Years and lower KS1.
- Children participate in short, sharp focused 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 **Revise, Teach, Practise, Apply, Review**.
- 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 are ready to begin Phase 5 of Letters and Sounds 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 5c and d, 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.

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 Phase 3 revisions and mastery
	Summer Term	Phase 4 Phase 4 mastery

Phase One provision Ongoing	Year 1	
	Autumn 1	Phase 4 revision
	Autumn 2	Phase 5 – part A
	Spring Term	Phase 5 – part B
	Summer Term	Phase 5 – part C

Our Learners

- In Early Years and Year 1, reading is taught in short phonics and shared and guided reading sessions.
- Children are grouped according to ability in guided 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.
- All classes have a rich and varied reading spine which they read daily with the children in a lively engaging way ensuring the texts come alive to children and developing a love of books. The texts are used to support the children's development of VIPERS skills.
- 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.
- The environment will embed and immerse the children in the text and all aspects of continuous provision will support this.
- Our priority readers (lowest 20% of learners) are supported by an expert adult, to participate in the lesson and then receive ~~full~~ 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.
- 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 school spelling system.
- Children continue to have phonic interventions 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 EYFS and 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.
- The Early Years YouTube channel is used to develop phonic skills and help parents support their children with reading at home.
- 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. In addition to this they also take home a richer reading book which is chosen from our library.
- 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 • 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, ng Vowel digraphs: ai, ee, igh, oa, 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, Mr, Mrs, Looked, called, asked, could
Phase 5d Throughout Year 2 onwards	In Phase 5d, 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.



Phonics Impact

- Children will make progress through the different phases of phonics in line with Year Group expectations and make progress from their own individual starting points.
- Children will become confident and resilient in tackling unfamiliar words by applying learnt knowledge and skills to segment, blend and read words.
- Children will demonstrate high levels of engagement in phonics and will apply their phonological knowledge when reading and writing and use the working walls to assist them when needed but become increasingly independent in this process.
- Children will have an increased recognition of tricky words and high frequency words when reading and apply these when writing.
- Children with SEND will develop phonic skills and knowledge and they will develop their ability to apply this across the curriculum which will help to prepare them for the next stage in their education.
- Children who are not working at the age related expected level will make rapid progress to keep up through daily individual intervention
- Children will pass the phonics screening check

Useful Resource links

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

Trigraph – three letters together make one sound

Adjacent consonants – consonants that are next to each

and the sound does not change eg – tr, str, mp