



The Greenfields Approach to Phonics Teaching

Phonics first and phonics fast!

At Greenfields, we know that phonics is the gateway to reading for the vast majority of our pupils. We teach phonics in a systematic way, assessing and reviewing our approach regularly, following Letters and Sounds.

PROGRESSION

Nursery

Phonological Awareness is the awareness of all of the sounds of language. It's the ability to hear and distinguish sounds.

This includes: recognising sounds, adding sounds, taking apart sounds and moving sounds around. Phonological awareness helps children become prepared to learn how letters and sounds go together in words. This makes it easier for them to read and write. As such, our Nursery provision provides a language rich environment where Phase 1 phonics is embedded throughout. (See Appendix 1 for the range of ways we raise children's awareness of sounds).

Where pupils are ready, they will begin phase 2 phonics, usually around the end of the Spring Term. Espresso Phonics is used to support this delivery along with the Jolly Phonics songs and actions.

Reception

Phase 1 activities continue to be a key feature of Reception and pupils begin formal phonics teaching from the outset of their year in Reception. Pupils are initially taught as a whole class and then are differentiated 3 ways, usually around October half term. We follow the order of sounds taught for phase 2 as outlined in Appendix 2.

Pupils move onto Phase 3 in the Spring Term, and the order of sounds taught, and tricky words can be found in Appendix 3. Phase 4 is taught throughout the Summer Term with a focus on reading for fluency, segmenting and blending.

Year 1

Pupils are taught in three differentiated groups throughout the year.

Phase 5 runs throughout Year 1 with a continued focus on reading for fluency.

PLANNING AND RESOURCING

The LCP planning document is used to support with planning of phonic lessons. Lessons planned follow the Review – Teach – Practise – Apply approach.

Planning is supplemented with songs, rhymes and actions from Jolly Phonics as these provide physical memory triggers for pupils.

HANDWRITING

As a school, we have decided to adopt a cursive approach. Where pupils are ready to write their name in Nursery, they are not taught to lead in. From the beginning of reception, children will be taught how we form our letters using the Teacher Play ditties as they are introduced to each sound. (see Appendix 6) We do not teach children to join letters until they are ready. Handwriting is taught in 3 differentiated groups from the Spring Term in Year 1, and where ready, pupils will begin joining. Letter sounds during phonics sessions are practised on whiteboards without lines.

Signage in the Classroom and phonics sounds and word cards are printed using a precursive font. Teachers model using the precursive font, apart from in Nursery.

PHONICS ROUTINES

Routines allow for maximum teaching time. All phonics sessions at Greenfields follow a Review – Teach – Practise – Apply approach with common strategies and language used:

My Turn, Your Turn

Robot Arms

Phoneme Frame

Sound Buttons

Common Lesson Structure (20 mins)

Review (2-3 mins) – recap what was taught during the previous lesson

Teach (5 mins) – new sound, describe letter shape, teach formation

Practise (8 mins) – ensure there is opportunity to read the new sound and also write the sound

Apply – (5 mins) Write words in to sentences, label pictures etc

READING

Reading books sent home are fully decodable and are linked to the phase of learning pupils are working on and do not include sounds not yet taught. The school has invested heavily into Collins Letters and Sounds books to get the correct books to support pupils with this. The inside cover of the book provide a clear list of the sounds practised in the text and there is also a progressive list of texts available so texts can be chosen dependent on where pupils are in their Phase of learning. We use the Oxford Reading Tree Book Banding Colour System to organise our reading texts.

Assessment

Pupils are assessed formally at the end of each term from the Autumn Term in Reception. This will involve word reading of word cards and sound cards and also of their reading book. Phonics tracker sheets are completed individually and are used to inform discussions at Pupil Progress Reviews. Short review meetings take place half termly with the English Lead to review groupings and progress and discuss any concerns.

Additional Support

We are fortunate to be able to employ a Phonics Specialist TA who teaches Phonics across Reception to Year 2. Additional support is also given to those pupils in Year 3, who have not met the Phonic Threshold.

Appendix 1

Aspect 1 - General sound discrimination - environmental

The aim of this aspect is to raise children's awareness of the sounds around them and to develop their listening skills. Activities suggested in the guidance include going on a listening walk, drumming on different items outside and comparing the sounds, playing a sounds lotto game and making shakers.

Aspect 2 - General sound discrimination - instrumental sounds

This aspect aims to develop children's awareness of sounds made by various instruments and noise makers. Activities include comparing and matching sound makers, playing instruments alongside a story and making loud and quiet sounds.

Aspect 3 - General sound discrimination - body percussion

The aim of this aspect is to develop children's awareness of sounds and rhythms. Activities include singing songs and action rhymes, listening to music and developing a sounds vocabulary.

Aspect 4 - Rhythm and rhyme

This aspect aims to develop children's appreciation and experiences of rhythm and rhyme in speech. Activities include rhyming stories, rhyming bingo, clapping out the syllables in words and odd one out.

Aspect 5 - Alliteration

The focus is on initial sounds of words, with activities including I-Spy type games and matching objects which begin with the same sound.

Aspect 6 - Voice sounds

The aim is to distinguish between different vocal sounds and to begin oral blending and segmenting. Activities include Metal Mike, where children feed pictures of objects into a toy robot's mouth and the teacher sounds out the name of the object in a robot voice - /c/-/u/-/p/ cup, with the children joining in.

Aspect 7 - Oral blending and segmenting

In this aspect, the main aim is to develop oral blending and segmenting skills.

To practise oral blending, the teacher could say some sounds, such as /c/-/u/-/p/ and see whether the children can pick out a cup from a group of objects. For segmenting practise, the teacher could hold up an object such as a sock and ask the children which sounds they can hear in the word sock.

The activities introduced in Phase 1 are intended to continue throughout the following phases, as lots of practice is needed before children will become confident in their phonic knowledge and skills.

Appendix 2

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

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. For example, they will learn to blend the sounds s-a-t to make the word **sat**. They will also start learning to segment words. For example, they might be asked to find the letter sounds that make the word **tap** from a small selection of magnetic letters.

Appendix 3

Set 6: j, v, w, x

Set 7: y, z, zz, qu

Consonant digraphs: ch, sh, 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

Appendix 4

In Phase 4, no new graphemes are introduced. The main aim of this phase is to consolidate the children's knowledge and to help them learn to read and spell words which have adjacent consonants, such as trap, string and milk.

During Phase 4, the following tricky words (which can't yet be decoded) are introduced:

said have like so do some come were there little one when out what

Appendix 5

Phase 5

ay ou ie ea oy ir ue aw wh ph ew oe au ey a_e e_e i_e o_e u_e

During Phase 5, the following tricky words (which can't yet be decoded) are introduced:

oh their people Mr Mrs looked called asked could

Letter formation and ditties

a	b	c	d	e	f	g	h	i
Over the animals back, round and out of the gate.	Up the boy's back, down, around the ball and away.	Up to the tip of the cat's tail and curl back round.	Grab the doughnut, eat the sprinkles and down the drink.	Start at the tusk and explore the elephant's trunk.	Up the fairy's arm, down her body and across her skirt.	Cartwheel around the garden and out of the gate.	Help Holly to hop over the humps.	Fly up, fly down and inspect the insects.
j	k	l	m	n	o	p	q	r
Jack jumped out of the jet.	Up the key, down the key and round the keyhole.	The lolly turns to liquid.	The mole moves over the mounds.	Pick up the net and net the newt.	Swim around the otters and away.	Grab the pirate's hat, go down to his boots, fly up to the parrot and away.	Over the quacking duck, around his body and into the pond.	Whoosh! Ride the roller coaster down, up and away.
s	t	u	v	w	x	y	z	
Speed past the stars in space.	Up the track, down the track and over the tunnel.	Up the track, down the track and over the tunnel. Up to the surface, under the water and up I go. Splash!	Find the buttons to turn the volume down and up.	Walk through the winding woods.	Follow the coins to find the treasure. 'X' marks the spot.	The yellow yacht lets down its anchor and scares the fishes away.	Walk up to the Zebra and zig-zag over its body.	