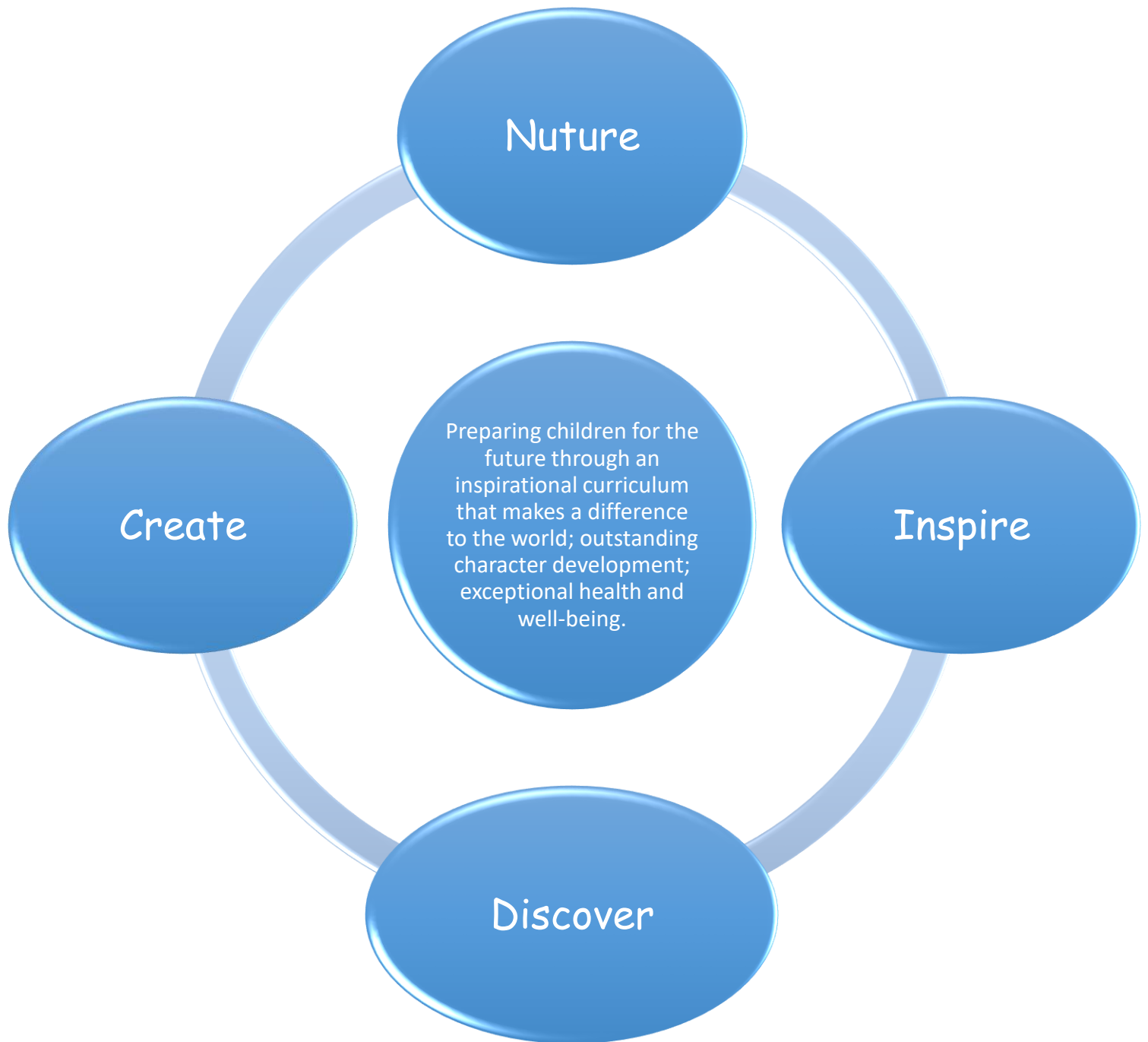




Stathern Primary School
'Nurture, Inspire, Discover, Create'

Phonics Curriculum Vision and Skills





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Intent and Design – What are we trying to achieve?

Vision

•As a school we aim to:

- Preparing children for the future through an inspirational curriculum that makes a difference to the world; outstanding character development; exceptional health and well-being.

•In Phonics we aim to:

- Ensuring children become confident and enthusiastic readers and writers through the delivery of a tailored phonics curriculum. We aim to follow the letter and Sounds introduction of sounds, combined with jolly phonics actions to aid kinesthetic learners. Children will learn to break down words in sounds, as well as building letter and word recognition. Children will learn to segment words to support their spelling ability and blend sounds to read words.

Motto

- Nurture** – We care for each other and celebrate our differences, achievements and contributions to the world. We support each other through challenges and difficulties, recognising that the mental health and well-being of both ourselves and those around us is one of the key factors in our happiness and success.
- Inspire** – We inspire each other to greater heights through our communication, actions, support and achievements. We take inspiration from the people, places and events all around us. We recognise that whether a situation is good or bad, there is always learning and growth to be gained. These situations inspire us to make positive change a reality.
- Discover** – We are excited to discover new knowledge, skills, people and places. We are open to alternative ideas beyond our own and enjoy exploring the thoughts, conversations and solutions that others bring to different situations and experiences.
- Create** – We enjoy working together to create new and exciting solutions to make our world a better place. We believe we can make a difference no matter how large or small. Our school is a place where we can experiment and take risks in order that we might better ourselves and the world we live in.

School Values

•We believe in...

- Developing outstanding character** and attitudes to learning in preparation for future challenges in a changing world.
- Promoting physical and mental health** in a happy caring environment that is supportive and encouraging.
- Making a difference** to the world we live in through creating enterprising solutions to local and global issues.
- Developing social skills and an appreciation of **each person's unique strengths**, respecting and embracing different cultures, races and religions.
- Fostering a **deep sense of care and nurture** for the world we live in and the people around us.
- Creating a broad range of **inspiring experiences** that allows children to develop skills and find their place in the world.
- Working in **partnership with our school community and beyond to build brighter futures**.
- High expectations alongside a **culture of self-awareness, reflection and self-improvement**.

Aims of our Phonics Curriculum

•Our inspirational Phonics curriculum will :

- Give all children daily access to high quality phonics sessions which are differentiated and promote inclusion to accommodate all learning styles, abilities and needs.
- Provide children with the confidence and skills to apply their phonic knowledge of blending and segmenting to their reading and writing.
- Give children strategies to learn their 'tricky words' (non-decodable words) by sight and apply these to their reading and writing.
- Ensure consistency and consolidation of lessons occur to allow the children's short term memory to develop so they begin to read words by sight.

Learning Intentions

• Our Phonics curriculum is designed to cover and include:

- Well planned, high quality, interactive daily phonics lessons, which follow 'Review, teach, practice, apply'
- **EYFS:**
 - cover and be secure in phase 2 and 3 - ready to start phase 4 in year 1.
- **Year 1:**
 - Cover and be secure in phase 4 and 5 ready to start phase 6 in year 2.
- **Year 2:**
 - Cover and be secure in phase 6 and review and fill all gaps across all phases - ready to learn spelling strategies.
- **KS 2:**
 - Review of all phases for children identified with gaps in their phonics learning. Spelling strategies taught through SPAG.



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Implementation and Organisation – How will we arrange our learning?

School Focus

Reading /writing

Challenge

Vocabulary and Communication

Progressive Skills

Transferable skills

Positive Mental Health and wellbeing

Phonics Developmental Foci

The effective teaching of phonics is essential for children to segment and blend sounds to read and write

Careful assessment to differentiate and teach children to ensure correct challenge. Teaching that reviews all previously taught phonics and builds upon it.

Essential that children learn and understand the vocabulary used in phonics:

Phoneme, grapheme, digraph, tri-graph, alphabet, CVC words.

Effective teaching of phonics ensures progression of skills that will ensure a good level of development in reading and writing.

The development within phonics is essential for all learning and development across the curriculum throughout the year groups.

Effective assessment and teaching at the correct level for each child ensures progress and emotional wellbeing.

Contexts

Systematic phonics taught daily, learning sounds, segmenting and blending to read and write.

Phonics runs across all subjects and contexts.

	R	Y1/2	Y3/4	Y5/6	
Skills Progressions Letters and Sounds	Phase 2 / 3	Phase 3 review Phase 4 /5 Phase 6	All phases review – if needed. Spelling strategies.	Review if needed. Spelling strategies taught through SPAG.	School Values
	Children taught 20 mins systematic phonics following Letters and Sounds to ensure all phonemes and tricky words are covered.		Review of phases following detailed assessment of individual childrens needs. Teaching spelling strategies following curriculum guidance.		



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Phase 1

Typically taught in prior to starting school in Nursery settings

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.

Phase One of 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 during Phase 1 is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills.

Phase 1 is divided into seven aspects. Each aspect contains three strands: Tuning in to sounds (auditory discrimination), Listening and remembering sounds (auditory memory and sequencing) and Talking about sounds (developing vocabulary and language comprehension).

It is intended that each of the first six aspects should be dipped into, rather than going through them in any order, with a balance of activities. Aspect 7 will usually come later, when children have had plenty of opportunity to develop their sound discrimination skills.

Phase 2

Typically taught in Reception

Phonemes covered:

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

Tricky words: l, no, go, to, the

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.



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Phase 3

Typically taught in Reception

Phonemes covered:

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.

By the time they reach Phase 3, children will already be able to blend and segment words containing the 19 letters taught in Phase 2.

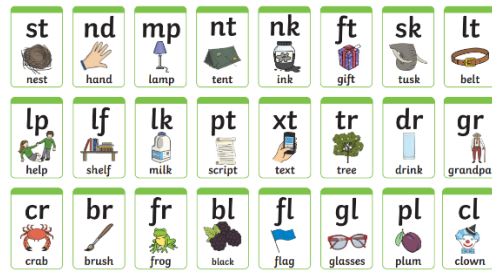
Over the twelve weeks which Phase 3 is expected to last, twenty-five new graphemes are introduced (one at a time).

During Phase 3, children will also learn the letter names using an alphabet song, although they will continue to use the sounds when decoding words.

Phase 4

Typically taught in Year 1

Blends and Clusters:



Tricky words: said, have, like, so, do, some, come, were, there, little, one, when, out, what.

When children start Phase Four of the Letters and Sounds phonics programme, they will know a grapheme for each of the 42 phonemes. They will be able to blend phonemes to read CVC (consonant-vowel-consonant) words and segment in order to spell them.

Children will also have begun reading straightforward two-syllable words and simple captions, as well as reading and spelling some tricky words.

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.

Phase 5

Typically taught in Year 1

a-e (as in came)	au (as in Paul)	aw (as in saw)	ay (as in day)
e-e (as in these)	ea (as in sea)	ew (as in stew)	ew (as in chew)
ey (as in money)	i-e (as in like)	ir (as in girl)	o-e (as in bone)
oe (as in toe)	ou (as in out)	oy (as in boy)	ph (as in Phil)
u-e (as in June)	u-e (as in huge)	ue (as in clue)	ue (as in due)
wh (as in when)			

Tricky words: oh, their, people, Mr, Mrs, looked, called, asked, could

Children entering Phase Five will already be able to read and spell words with adjacent consonants, such as trap, string and flask. They will also be able to read and spell some polysyllabic words.

In Phase Five, children will learn more graphemes and phonemes. For example, they already know ai as in rain, but now they will be introduced to ay as in day and a-e as in make.



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Phase 6

Typically taught in Year 2

Prefixes: un-, bi-, dis-, mis-, pre-, re-, sub-, tri-, pro-

Suffixes: -ed, -s/-es, -ing, -ly, -less, -ful, -ness, -ment, -er, -est

Spelling words and words:

- Words that end with a vowel + consonant – double the last letter before adding suffixes that begin with a vowel such as –ed, -ing and –est e.g. fit – fitter – fittest. Don't double the last letter if the suffix begins with a consonant e.g. bat – bats, fit – fitness.
- Words that end with consonant +y – the 'y' becomes an 'i' or 'ie' before the suffix is added e.g. puppy – puppies, happy – happiness, lucky – luckier – luckiest
- Words that end with a vowel + y do not change e.g. monkey – monkeys, enjoy – enjoying
- Words that end with a x,zz,ch,tch,sh add –es to make a plural e.g. fox – foxes, wish – wishes

Contracted forms: children need to not only learn how to spell the contracted form of the word but also know how to place the apostrophe to represent the missing letters.

Original Words	Contracted Form
I am	I'm
you are	you're
he is	he's
she is	she's
we are	we're
they are	they're
cannot	can't
will not	won't
is not	isn't
are not	aren't
I have	I've
you have	you've
I would	I'd
you would	you'd
he would	he'd
she would	she'd
we would	we'd
let us	let's

Homophones: These are the common words that children are likely to come across.

Homophones
be/bee
bear/bare
blew/blue
hear/here
knight/night
one/won
quite/quiet
see/sea
son/sun
to/two/too
there/their/they're

At the start of Phase Six of Letters and Sounds, children will have already learnt the most frequently occurring grapheme–phoneme correspondences (GPCs) in the English language. They will be able to read many familiar words automatically. When they come across unfamiliar words they will in many cases be able to decode them quickly and quietly using their well-developed sounding and blending skills. With more complex unfamiliar words they will often be able to decode them by sounding them out.

At this stage children, should be able to spell words phonemically although not always correctly. In Phase Six the main aim is for children to become more fluent readers and more accurate spellers.



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Impact – How well are we achieving our aims?

Impact seen in:

Teacher Assessment

Pupil Voice

Moderation

Work scrutiny

Parental surveys and feedback

Observations and Blinks

Data analysis

Progress of pupils across the curriculum

Staff Questionnaires

Our children will:

Making great progress and have high standards of achievement and attainment

Have a lifelong love of reading and learning and be able to communicate clearly

Be respectful of themselves and demonstrate excellent behaviour

Be confident, positive and independent learners with high aspirations

Have mental wellbeing and make healthy lifestyle choices

Participate in the community and have excellent attendance

Work Sample Analysis:	What do our books show?
Lesson Observations:	How is the quality of teaching, learning and use of assessment in the lesson? How good is the questioning in the lesson?
Surveys:	What do parents and children say about this subject?
Interviews:	What do the children say about their learning in this subject? What do the staff say about their learning in this subject?
Coaching and Mentoring:	Is there a need for coaching and mentoring in this subject? What support do colleagues need in this subject?
Training:	What training has taken place? What is the impact of any training given?
Learning environment:	How does the learning environment support the learning in this subject area?