

Becoming an outstanding reading school and creating lifelong readers!

Phonics

Intent:

We love reading at Oasis Academy Clarksfield and we believe that teaching a child to read is vital. We are passionate about ensuring all children become confident and enthusiastic readers and writers. We believe that phonics provides the foundations of learning to make the development into fluent reading and writing easier. Phonics is the process that is used to help children break down words into sounds, as well as building letter and word recognition. This can then enable children to use unknown words in the future. Children learn to segment words to support their spelling ability and blend sounds to read the words.

Implementation:

At Oasis Academy Clarksfield, we ensure that we deliver strong and consistent phonics teaching. We use a synthetic phonics programme called 'Read Write Inc' produced by Ruth Miskin. Read Write Inc is a method of learning letter sounds and blending them together to read and write words. As part of this, children have daily 20 minute phonics sessions in small groups where they participate in speaking, listening and spelling activities that are matched to their developing needs. The teachers draw upon observations and continuous assessment to ensure children are stretched and challenged and to identify children who may need additional support. Children work through the different phases, learning and developing their phonics sounds and knowledge. All staff in EYFS and KS1 are trained in delivering the 20 minute speed sound session using RWI as the discrete daily phonics session. To ensure children receive exactly what they need, phonics is streamed from Reception to Year 2.

Assessment:

We use a system called 'Phonics Tracker' to accurately track the progress in phonics across EYFS and KS1. This tracks and assesses each child's knowledge of Phonemes, High Frequency Words, Blending and Segmenting. The assessments are completed by the EYFS Lead and Phonics Lead to ensure consistency and accuracy. The tracking system is used to pick up on gaps in children's learning, monitor progress of all groups of children, pick up any children who are not making quick enough progress and ensures that no child falls behind.

All phonics sessions from Reception to Year 2 are delivered consistently in line with the RWI training and the phonics expectations below.

Learning behaviours:



Pace

Ensure children respond to the:

- Team stop signal in under 5 seconds
- My Turn, Your turn (MTYT) signal immediately
- Handwriting signal when sitting at tables and writing in books
- 1, 2, 3 signal in under 15 seconds - moving silently between the carpet and tables.



Participation

- Ensure all children participate in MTYT.
- Sit all children within your 'V' of vision.
- Sit easily distracted children where they can be assessed easily.



Praise

- Praise children's effort: use genuine and specific praise e.g. "You're working hard to remember your sounds."
- Use team cheers at the end of an activity.

Session structure set 1:

| Sound | Say the sound | Read the sound | Review the sounds | Write the letter | Speed write | Fred Talk (oral) | |
|------------|--|--|---|-------------------------------------|--|--|--|
| g (bouncy) | Make a soft sound in your throat. | Use Picture Sound Cards: g-g-g-gate, g-g-g-glasses, g-g-g-goat, g-g-g-girl | Draw the girl on the board, then write g next to her. | Spot the new sound in the pack. | Round her face, down her hair and give her a curl | Select 3 sounds you have taught children so far. | g-a-p gap d-i-g dig g-o-t got d-o-g dog |
| d (bouncy) | Tap your tongue gently behind your teeth. | Use Picture Sound Cards: d-d-d-dog, d-d-d-dinosaur, d-d-d-doll, d-d-d-duck | Draw the dinosaur on the board, then write d next to it. | Spot the new sound in the pack. | Round his bottom, up his tall neck, down to his feet | Select 3 sounds you have taught children so far. | d-a-d dad d-i-d did d-o-ll doll d-i-g dig |
| c (bouncy) | Make a sharp click at the back of your throat. | Use Picture Sound Cards: c-c-c-caterpillar, c-c-c-cake, c-c-c-cow, c-c-c-cat | Draw the caterpillar on the board, then write c next to it. | Spot the new sound in the pack. | Curl around the caterpillar. | Select 3 sounds you have taught children so far. | c-a-t cat c-a-t cot c-a-n can c-a-p cap |

Session structure set 2&3:

| Speed Sounds | | | | Word Time | | | | |
|--------------------------------------|--|----------------|--|--|--|--|---|--|
| Sound | Say the sound | Read the sound | Review the sounds | Read the words | Review the words | Reading assessment | Spell with Fred Fingers | Spell review |
| igh | <p>igh – fly high</p> <p>Choose 3–4 words: high, night, light, fright, bright, sight, might</p> | <p>igh</p> | <p>Spot the new sound in the pack.</p> | <p>Use Phonics Green Word Cards: high, night, light, fright, bright, might</p> | <p>Words from previous Set 2 lessons and Word Times 1.6 and 1.7.</p> | <p>Ask children to read a few nonsense words printed from online. (Search for Set 2 Nonsense Words in Read Write Inc. Phonics Online.)</p> | <p>Words to spell (choose 2–3): high, night, light, fright, bright, might</p> | <p>Ask children to write two or three previously taught words.</p> |
| i-e (special friends: split digraph) | <p>i-e – nice smile</p> <p>Choose 3–4 words: shine, white, fine, hide, smile, nice, wide, like, mine, time</p> | <p>i-e</p> | <p>Spot the new sound in the pack.</p> | <p>Use Phonics Green Word Cards: smile, white, nice, like, time, hide</p> | <p>Words from previous Set 2 and 3 lessons.</p> | <p>Ask children to read a few nonsense words printed from online. (Search for Set 3 Nonsense Words in Read Write Inc. Phonics Online.)</p> | <p>Words to spell (choose 2–3): smile, white, nice, like, time, hide</p> | <p>Ask children to write two or three previously taught words.</p> |

Impact:

Through the teaching of systematic phonics, our aim is for children to become fluent readers and writers by the end of Key Stage One. This way, children can focus on developing their fluency and comprehension as they move through the school.

Children in Nursery begin with Phase 1 which provides a range of listening activities through play, to develop their listening skills. Rising Stars children may continue to build on the listening activities as they are introduced to Phase 2. Progress is tracked at the end of each term. As children move into Reception they secure their knowledge of Phase 2, building upon their learning in Nursery. Grapheme-phoneme correspondence is introduced. The process of segmenting whole words and selecting letters to represent those phonemes is taught writing the letters to encode words. Phase 3 completes the teaching of the alphabet and then moves on to cover sounds represented by more than one letter, learning one representation for each of the 44 phonemes. At this stage just one grapheme (spelling) is given for each phoneme. When children become secure they continue into Phase 4 where they start to read and spell words containing adjacent consonants. No new phonemes are introduced at this phase. It is expected that children will enter Phase 5 as they begin year 1, broadening their knowledge of graphemes and phonemes for use in reading and spelling. They will learn new graphemes and alternative pronunciations for these and graphemes they already know, where relevant. It is expected that children entering Year 2 will start Phase 6 which develops a variety of spelling strategies including homophones (word specific spellings) eg see/ sea, spelling of words with prefixes and suffixes, doubling and dropping letters where necessary. Also the accurate spelling of words containing unusual grapheme-phoneme correspondences eg laughs, two.

The school spelling programs complement the phonics learning from Reception through to the end of KS2. The spelling of high frequency and tricky words are taught continuously throughout the phases.

Lowest 20%:

Children who are in the lowest 20% of each class receive an additional phonics session in the afternoon session. Phonics Tracker is used to identify their exact gaps in their learning which is hindering their progress and attainment. Phonetically decodable books are also used as part of these additional phonics sessions. Year 1 also take part in an additional whole class phonics session each afternoon to practice and consolidate phonic knowledge and prepare them for the Phonics check at the end of Year 1.

KS2:

Any children that did not pass the phonics check in year 2, are given specific intervention by either the INA, SEND or pastoral team to ensure their needs are specifically catered for. Specially written programmes are made for these children with rigorous assessment to ensure that all gaps in their learning are identified and used to inform planning to ensure good or better progress is made.

Appendix 1:

Simple Speed Sounds Chart

Consonant sounds – stretchy

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|----|----|----|
| f | l | m | n | r | s | v | z | sh | th | ng |
| | | | | | | | | | | nk |

Consonant sounds – bouncy

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|----|---|---|---|---|----|
| b | c | d | g | h | j | p | qu | t | w | x | y | ch |
| | k | | | | | | | | | | | |

Vowel sounds – bouncy

| | | | | | | | | |
|---|---|---|---|---|----|----|-----|----|
| a | e | i | o | u | ay | ee | igh | ow |
|---|---|---|---|---|----|----|-----|----|

Vowel sounds – stretchy

Vowel sounds – stretchy

| | | | | | | | |
|----|----|----|----|-----|----|----|----|
| oo | oo | ar | or | air | ir | ou | oy |
|----|----|----|----|-----|----|----|----|

Appendix 2:

Complex Speed Sounds Chart

Consonant sounds

| | | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|----|----|
| f | l | m | n | r | s | v | z | sh | th | ng |
| ff | ll | mm | nn | rr | ss | ve | zz | ti | | nk |
| ph | le | mb | kn | wr | se | | s | ci | | |
| | | | | | c | | se | | | |
| | | | | | ce | | | | | |

| | | | | | | | | | | | | |
|----|----|----|----|---|-----|----|----|----|----|---|---|-----|
| b | c | d | g | h | j | p | qu | t | w | x | y | ch |
| bb | k | dd | gg | | g | pp | | tt | wh | | | tch |
| | ck | | | | ge | | | | | | | |
| | ch | | | | dge | | | | | | | |

Vowel sounds

| | | | | | | | | |
|---|----|---|---|---|------------|------------|------------|------------|
| a | e | i | o | u | ay | ee | igh | ow |
| | ea | | | | <u>a-e</u> | <u>e-e</u> | <u>i-e</u> | <u>o-e</u> |
| | | | | | ai | y | ie | oa |
| | | | | | | ea | i | o |
| | | | | | | e | y | |

| | | | | | | | | | | |
|------------|----|----|-----|-----|----|----|----|-----|-----|-----|
| oo | oo | ar | or | air | ir | ou | oy | ire | ear | ure |
| <u>u-e</u> | | | oor | are | ur | ow | oi | | | |
| ue | | | ore | | er | | | | | |
| ew | | | aw | | | | | | | |
| | | | au | | | | | | | |