

Hatch Warren Infant School

**Guidelines for the
Teaching of
Phonics**

At Hatch Warren Infant School there is a determination that every child will learn to read

At Hatch Warren Infant School we aim to:

- Deliver a very rigorous and sequential approach to developing speaking and listening and teaching reading, writing and spelling through systematic phonics
- Deliver high-quality and expert teaching that follows a carefully planned and tightly structured approach to teaching phonic knowledge and skills.
- Provide high quality phonics teaching which is characterised by planned structure, fast pace, praise and reinforcement, perceptive responses, active participation by all children and evidence of progress
- Provide pupils with opportunities to apply what they have learnt through reading - including time to read aloud to adults to practise their decoding skills - writing and comprehension of what they are reading
- Deliver high-quality phonic teaching which secures the crucial skills of word recognition that, once mastered, enable children to read fluently and automatically enabling them to concentrate on the meaning of the text
- Establish highly consistent practice, progression and continuity in the teaching and learning of phonics and spelling throughout the school
- Differentiate phonics and spelling work according to the needs of pupils, so that all pupils are given sufficient challenge at a level at which they can experience success
- Give children word work strategies that will enable them to become fluent readers and confident writers
- Ensure the assessment of individual pupils' progress, phonic knowledge and skills is sufficiently frequent and detailed to identify quickly the pupils who are failing, or in danger of failing, to keep up with their peers. Effective provision for them to catch up is put in place early and there are high expectations of what all pupils should achieve. Children are involved in the assessment of their progress using for example thumbs up/thumbs down, and they receive regular supportive feedback on their work. The quality of formative assessment and the interaction that stems from it make an important contribution to learning
- Ensure the majority of children attain ARE in reading on leaving year 1. Children at this stage who are still struggling to read will have individual support which is carefully attuned to overcoming barriers to their phonological development
- Ensure rigorous monitoring of the implementation of the phonic programme, especially the quality of the teaching, and by evaluation of the impact of the programme on pupils' decoding and spelling skills.

End of YR expectations	End of Y1 expectations	End of Y2 expectations
<p>1. Reach end of phase 3 (L&S)</p>	<p>1. Reach end of Phase 5 (L&S)</p> <p>2. Read a range and demonstrate understanding of, age appropriate texts e.g. blue-turquoise 1a-2c</p> <p>3. Read phonically decodable three syllable words</p> <p>4. Read many frequently encountered words automatically</p> <p>5. Apply phonic skill and knowledge as the prime approach to reading unfamiliar words that are not completely decodable</p> <p>6. A pupil working at the DfE minimum expected standard should be able to decode:</p> <ul style="list-style-type: none"> all items with simple structures containing single letters and consonant digraphs most items containing frequent and consistent vowel digraphs frequent means that the vowel digraph appears often in words read by pupils in year 1 consistent means the digraph has a single or predominant phoneme correspondence all items containing a single 2-consonant 	<p>1. Reach end of phase 6 (L&S)</p>

	<p>string with other single letters (i.e., CCVC or CVCC)</p> <ul style="list-style-type: none"> • most items containing two 2-consonant strings and a vowel (i.e., CCVCC) • some items containing less frequent and less consistent vowel digraphs, including split digraphs • some items containing a single 3-consonant string • some items containing 2 syllables 	
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Some children will not be attaining the expectations and appropriate support/ additional interventions will be put in place to enable them to make progress.

At Hatch Warren Infant School we use LCP as our main phonic scheme supported by actions used in Cued Articulation when the children start in Year R. We use Letters and Sounds Phase 1 to ensure the key skills of general sound discrimination, rhythm, rhyme, alliteration, oral blending and segmenting are in place.

All staff must ensure that:

- Teaching shows clarity about what the children should have learnt by the end of each phonic session
- Planning is well matched to children's attainment
- Teaching is fast paced, varied and engaging
- Teaching consistently reinforces knowledge to consolidate understanding
- Teaching addresses misconceptions
- Planning reflects the revisit/revise, teach, practise, apply model
- The articulation of phonemes is correct. It is very important that phonemes are articulated precisely and accurately. Phonemes should be enunciated as a pure, clean sound. There should be no extra /er/ sound. This is known as a *schwa*. If children hear and say the *schwa*, it makes blending for reading difficult. If a child hears cuh-a-tuh when trying to read cat, the blended word will make no sense.
- Children are required to articulate phonemes themselves, not just listen to the adult doing so
- Letter names are being used when appropriate - e.g. when introducing a digraph

- There is application at the point of learning.
- Children's progress is regularly assessed and the information is used to inform planning
- Activities are interesting and engaging but firmly focused on intensifying the learning associated with its phonic objective. This means avoiding over-elaborate activities that are difficult to manage and take too long to complete, thus distracting the children from concentrating on the learning objective
- They use very good demonstration of key skills e.g. demonstrating that phonemes should be blended, in order, from left to right, 'all through the word' for reading, how words can be segmented into their constituent phonemes for spelling and that this is the reverse of blending phonemes to read words
- They make use of partner work to reinforce reading skills/phonic knowledge

It is important that parents understand how this works so they are able to fully support their children at home.

Foundation Stage

Foundation Stage children have a daily discrete phonics teaching input lasting approximately 15 minutes. After autumn one, children's phonic abilities are assessed and they are grouped according to the acquisition of these skills. The areas of provision provide opportunities for children to consolidate and apply phonic skills taught. 1: 1, writing and small group reading sessions are used to reinforce these skills.

Key Stage One

Children in Key Stage One are grouped according to their phonic needs. They receive a structured programme 3-5 times a week lasting for approximately twenty minutes. It is our aim that most pupils will reach phase 5 by the end of Y1. Phonics and spelling programmes are reinforced within elements of their main literacy lesson and during guided reading sessions.

Segmenting and Blending:

Segmenting and blending are reversible key phonic skills. Segmenting ('chopping', 'robot arms') consists of breaking words down into their separate phonemes to spell; s p e ll.

Blending consists of building (synthesising) words from their separate phonemes s p e ll *spell*.

Tricky words

If the word is decodable at the phase the child is working in, they should decode it. If not, the word is a tricky word, and should be taught as a whole word.

Assessment of Phonics:

Ongoing assessments should be used to inform day to day teaching.

A formal phonic assessment is carried out at the end of each phase when appropriate to the group and the results should be used to inform medium term planning.

All children in Y1 undertake the Phonics Screening Assessment. The results are used alongside the school's phonic assessments.

Children in Y2 who did not achieve the pass mark for the Phonics Screening undertake the assessment in Y2.

Monitoring of Phonics

The Leadership Team are responsible for monitoring the quality of teaching/ interventions and will report annually to the Governors.

Monitoring of phonics

Staff:

Date:

Prompts	Evidence	Areas for improvement
1. Revisit <ul style="list-style-type: none"> Does the teacher ensure that children practise phonemes already taught? Is it kept lively and fast-paced? Are all children encouraged to participate? 		
2. Teach <ul style="list-style-type: none"> Is the articulation of phonemes correct? Are children required to articulate phonemes themselves, not just listen to the adult doing so? Are the children taught the name of the letter? Are the children shown clearly how to read and write the letter? Are the children being taught how to blend and/or segment? Is there evidence of new learning, not just consolidation? 		
3. Practise <ul style="list-style-type: none"> Do children have opportunities to practise saying the phoneme? Are they given opportunities to read the corresponding graphemes? Are they given opportunities to blend phonemes to read words? Are they given opportunities to segment words into phonemes/graphemes for spelling? Are they given opportunities to write the letter? 		
4. Throughout the session <ul style="list-style-type: none"> Is the session multi-sensory but tightly focused on the learning goal? Is it kept fun and interactive? Are props used effectively? Is it kept short and focused? Does the teacher observe carefully to assess individual children's progress? 		

Glossary of Terms

Adjacent consonants

Consonants which are next to each other in words, often at the beginning or end, e.g. **spin, prod, just, splint**. Also known as consonant clusters.

Alliteration

Words in a phrase which begin with the same sound, e.g. round the rugged rocks the ragged rascals ran.

Alphabetic code

In English, as in many other languages, sounds of words are represented by letters.

Analytic phonics

An approach to the teaching of reading in which the phonemes associated with particular graphemes are not pronounced in isolation. Children identify (analyse) the common phoneme in a set of words in which each word contains the phoneme under study, e.g. could, would, should; can, pan, man. Analytic phonics for writing similarly relies on inferential learning.

Blending

Blending consists of building words from their constituent phonemes in order, all through the word to read it.

Consonant

All the letters of the alphabet except a, e, i, o and u. Y can act as a consonant as in young, you and yacht and as a vowel as in baby, hymn and physics. Consonant literally means 'sounding together'. To make a consonant sound we interrupt air flow with our lips or tongue: try saying at, ill, big, etc and notice what you do with your mouth.

Consonant digraph

Two letters representing a consonant phoneme, e.g. ph in graph, wh in why, gh in laugh

Digraph

Two letters making one sound or phoneme, e.g. ch in chip, sh in shop, ea in eat.

See also consonant digraphs and vowel digraphs.

Diphthong

Two vowel sounds combine to make a sound but the mouth changes position as the sound is made, e.g. oil, idea, tour

Double consonant

A consonant digraph where the two letters are the same', , e.g. better, bigger, hopping.

Graph

One letter making one sound or phoneme.

Grapheme

A grapheme is a written representation of a phoneme, that is, a letter or group of letters representing a sound. There is always the same number of graphemes in a word as phonemes. The alphabet contains only 26 letters but we use it to make all the graphemes that represent the phonemes of English.

High frequency words

Words which occur frequently in a language. In English many are regular but some are irregular or 'tricky', e.g. said, their, one.

Letter-sound correspondence (grapheme/phoneme correspondence (GPC))

The relationship between the letters and the sounds they represent..

Long vowel sounds or phonemes

There are 14 long vowel phonemes as shown below with their common spellings.

Note also the schwa phoneme /e/ (an unstressed vowel sound which is close to /u/) - spellings include: teacher, collar, doctor, about

Morpheme

The smallest unit of meaning in language and consist of one or more phonemes. For example, the word 'walk' is one morpheme, but 'walked' is two morphemes; walk plus the past tense marker 'ed'.

Morphology

The study of the meaningful units of words.

Onset

The onset is the first part of a word, the consonant or adjacent consonant at the beginning and before the vowel, e.g. in 'flat', the onset is 'fl'.

Phoneme

A phoneme is the smallest unit of sound in a word that can change its meaning (e.g. in /bed/ and /led/ the difference between the phonemes /b/ and /l/ signals the difference in meaning between the words *bed*, *led*). It is generally accepted that most varieties of spoken English use about 44 phonemes. In alphabetic writing systems (such as English) phonemes are represented by graphemes.

Phonemic awareness

The ability to perceive and manipulate the phonemes in spoken words.

Phonetics

A science studying the characteristics of human sounds, particularly speech sounds and methods for their description, classification and transcription.

Phonological awareness

The ability to perceive and manipulate the sounds of spoken words. It includes the smallest level, phonemes, but also larger units such as rimes and syllables.

Prefix

These are added before a root word, and change the meaning but rarely affect the spelling of a word (e.g. *replace*, *mistake*).

Rime

The rime of a word is the vowel and the rest of the syllable, e.g. in 'flat', the rime is 'at'.

Schwa

An unstressed vowel sound which is close to /u/ - spellings include: teacher, collar, doctor, about.

Segmentation

Breaking a word up into its individual phonemes. When spelling a word, the corresponding grapheme (letters) is selected for each phoneme.

Short vowel sound

Vowel sounds that are pronounced in a short form as in cat, egg

Suffix

These are added after root words, and change the spelling and meaning of a word (e.g. *hope* - *hoping*, *walk* - *walked*, *happy* - *happiness*);

Syllable

A word or part of a word consisting of a vowel phoneme with no, one or more consonant phonemes before or after it, for example, 'telephone' has 3 syllables: tel/e/phone.

Synthetic phonics

An approach to the teaching of reading in which the phonemes (sounds) associated with particular graphemes (letters) are pronounced in isolation and blended together (synthesized). Synthetic phonics for writing reverses the sequence: children are taught to say the word they wish to write, segment it into its phonemes and say them in turn and write a grapheme for each phoneme in turn to produce the written word.

Tricky words

Words in which letter sounds do not give a perfect or regular guide to pronunciation, e.g. once, their, said.

Trigraph

Three letters representing one sound, e.g. hedge, hair, snatch.

Vowel

There are as many as 20 vowels in *spoken* English (the number depends on accent).

Vowel digraph

Two letters combine to represent one vowel sound, e.g. out, boat, audit. Split vowel digraphs have a consonant separating the two vowels, e.g. bite, hope, tube.