

Shared Approach to Phonics

Teacher guidance

Based on Letters and Sounds and Jolly Phonics

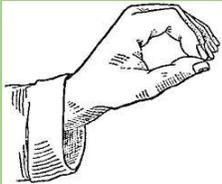
Please note – from September 2022, Letters and Sounds will no longer be a DfE validated scheme. Schools may choose to use some or all of this planning to support them during the academic year 2021-22 but should be planning to implement a validated scheme during this time, ready for September 2022.

Further information can be found here: [Validation of systematic synthetic phonics programmes: supporting documentation - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/103112/Validation_of_systematic_synthetic_phonics_programmes_supporting_documentation_-_GOV.UK.pdf)

Key terminology



Phoneme – the sound you hear



Grapheme – the way you write it

GPC

Grapheme-Phoneme Correspondence

CEW

Tricky Words

Key terminology

- graph – 1 letter that makes 1 sound e.g. b f a
- digraph – 2 letters that make 1 sound e.g. sh ai mm
- trigraph – 3 letters that make 1 sound e.g. igh ear

- blend – to put sounds together to create a complete word or nonsense word
- segment – to break a word or nonsense word into its smallest component sounds

Key terminology

- decodable – can be decoded using synthetic phonics i.e. fish – f-i-sh
- Common Exception Words (CEW), non decodable, tricky words – cannot be decoded using synthetic phonics i.e. said
- high frequency – the most commonly used words

- letter sounds - the sound a letter makes on its own
- letter names - the name of a letter

- consonant phoneme – a sound made using teeth, tongue or lips
- vowel phoneme – a sound in which the air flows through the mouth unobstructed

GPC Progression (The order in which graphemes are taught.)

Phase 2 (6 - 7 weeks)							
Set 1 (1 week)	Set 2 (1 week)	Set 3 (1 week)	Set 4 (1 week)	Set 5a and 5b (1 week)	Revise and assess (all pupils 1- 2 weeks)		
s, a, t, p, i	n, m, d, g	o, c, k, ck	e, u, r, h	b, f, ff, l, ll, ss			
Phase 3 (8-12 weeks)							
Set 6 (1 week)	Set 7 (1 week)	Set 8 (1 week)	Revise (and assess, as necessary)	Set 9 (1-2 weeks)	Set 10a (1-2 weeks)	Set 10b (1-2 weeks)	
j, v, w, x	y, z, zz, qu	ch, sh, th, ng		ai, ee, oa, oo (long), oo (short)	ar, or, ur, er	ow, oi, igh	
Set 11 (1-2 weeks)	Revise and assess (all pupils)						
ear, air, ure							
Phase 4 (6-10 weeks)							
Short vowels with adjacent consonants at the beginning e.g. tr, dr, gr, cr, br, fr, bl, fl, gl, pl, cl, sl	Short vowels with adjacent consonants at the beginning e.g. sp, tw, sm, pr, sc, sk, sn	Words with adjacent consonants e.g. thr, spr, scr, shr, str, nch	Words with adjacent consonants at the end e.g. st, nd, nk, ft	Words with adjacent consonants at the end e.g. lp, lf, lk, xt, sk, lt	Words ending in suffixes: ing/ed	Words ending in suffixes: er/est	Revise and assess (all pupils)
Polysyllabic and compound words throughout CVCC/CCVC/CCVCC/CCCVC/CCCVCC throughout							

GPC Progression (The order in which graphemes are taught.)

Phase 5 (Year 1)						
Revision of Phase 2-4	Set 1	Set 2	Set 3	Set 4	Set 5	Revise and assess (all pupils)
	zh (treasure), ay, ou, ie, ea	oy, ir, ue (blue), ue (due)	aw, wh, ph	oe, au, ew (new), ew (blew)	Split digraphs a-e, i-e, o-e, u-e, e-e	
Set 6	Set 7	Set 8	Revise and assess as per Trust/School calendar			
Alternative pronunciations	Alternative pronunciations	Alternative pronunciations				
Alternative Spellings Set 1	Alternative Spellings Set 2	Alternative Spellings Set 3	Alternative Spellings Set 4	Alternative Spellings Set 5	Alternative Spellings Set 6	Alternative Spellings Set 7
ai (ay, a-e, eigh, ey, ei) w (wh)	igh (y, ie, i-e) r (wr)	ee (ea, e-e, ie, y, ey, eo) f (ph)	oa (ow, oe, o-e, o) ch (tch)	long oo (ew, ue, ui, ou) ar (a e.g. bath)	short oo (u, oul) c (k, ck, qu, x, ch)	or (aw, au, al, our) o (a e.g. swan)
Alternative Spellings Set 8	Alternative Spellings Set 9	Alternative Spellings Set 10	Alternative Spellings Set 11	Alternative Spellings Set 12	Alternative Spellings Set 13	Alternative Spellings Set 14
ur (ir, er, ear) i (y, ey)	ow (ou) oi (oy)	air (are, eer) ear (ere, eer)	ure (our) e (ea)	sh (ch, t-ion, ss-ion/ure, s-ion/ure, c-ion/ious/ial)	j (g, dge) s (c, sc) v (ve)	z m (mb) n (kn, gn)

CEW Progression

(The order in which Common Exception Words are taught.)

Set 1 (Phase 2)	Set 2 (Phase 3)	Set 3 (Phase 4)	Set 4 (Phase 5)
I the to (into) a no go	he, she we, be, me, was, you, they, all, are, my,	said, have, like, so, do, some, come, were, there, little, one, when, out, what	oh, their, people, Mr, Mrs, looked, called, asked, could water, where, who, again, thought, through, work, mouse, many, laughed, because, different, any, eyes, friends, once, please says, are, were, here, there, love, come, some, one, once, ask, school, put, push, pull, full, house, our

Structure of a lesson

Revisit and review	Teach	Practise	Apply
<ul style="list-style-type: none">• Review prior learning – grapheme, word and sentence level• Common exception word recognition	<ul style="list-style-type: none">• Teach new graphemes• Make connections to prior knowledge• Quality modelling	<ul style="list-style-type: none">• Shared modelling and repeated practise	<ul style="list-style-type: none">• Independently apply new learning at word and sentence level

Firstly, phonemes and tricky words/common exception words that have already been taught previously are **revisited**. This should last no longer than 5 minutes.

Next, a new phoneme or tricky word/common exception word is **taught**.

Then pupils **practise** reading words, captions or sentences containing this new phoneme.

Finally, pupils are given the opportunity to **apply** what they have learnt by reading books or longer passages containing the target GP or by writing words, captions or sentences containing the new phoneme that has been taught.

Increasing the complexity of activities

(How to embed and consolidate understanding of a grapheme)

Grapheme recognition and Oral blending	Oral blending and Grapheme recall	Grapheme recall and Grapheme selection	Grapheme selection and recap
<ul style="list-style-type: none"> Flash cards Letter formation Blending at word level 	<ul style="list-style-type: none"> Blending at word/sentence level Recording grapheme to match a phoneme 	<ul style="list-style-type: none"> Recording grapheme to match a phoneme Selecting the correct grapheme Recording at sentence level 	<ul style="list-style-type: none"> Selecting the correct grapheme Recording at sentence level Multi- disciplinary application

Common exception word recognition (Tricky Words)

Throughout this progression, pupils should also be practising reading CEW on sight and writing them in captions and sentences as part of the phonics sessions and in continuous provision in Literacy in R and Year1

Firstly, pupils should be able to recognise a grapheme and accurately form the letters that make it.

Next, pupils should be able to use their knowledge of the grapheme to read words and sentences. They should be able to write the grapheme to match a given phoneme, digraph and trigraph.

After that, pupils should be able to select the correct grapheme to write words and simple sentences. They should form the letter correctly as they write.

Finally, pupils should be secure enough in their knowledge of a GPC to use it to read books and support their independent writing.

A Phonics Session

Our Phonics Sessions follow a close routine that pupils quickly become familiar with in Reception. Initially it can take a few weeks to train pupils and ensure they understand the expectations within a session but once they understand the routine they are then able to concentrate on the content that is being taught, rather than the activities that they have to undertake.

In Reception and Year 1, pupils will continue to consolidate their phonic knowledge through continuous provision as part of their English lesson but the Phonics session itself will focus on teaching through direct instruction and will not include Phonics through play. The Phonics session will include clear modelling of pronunciation and blending, rehearsal of previously taught content and lots of opportunities for all pupils to take part in reading and writing of the taught GPCs. Robot arms and phoneme fingers will be used as teaching strategies. Teachers will avoid activities which require just one pupil to contribute (no hands up) instead the use of my turn, your turn will support involvement for all, with every pupil actively ready to answer a question. Books will be marked daily using a definition that is identified on the plan, e.g. quick write CVC words.

Teachers will ensure through comprehensive planning each week that pupils have a high volume of blending practise and letter formation both within the lesson and throughout the day. The letter formation that is outlined in our handwriting policy will be modelled within our Phonics lessons. Letter formations are modelled in print until pupils have mastered accurate letter formations and are ready to think about joining. All pupils from Reception onwards will have daily opportunities in a phonics session to write on lines in a book using a pencil and paper. Pupils will also experience writing with a range of mark making equipment in different contexts including using whiteboards but not within a Phonics Session.

Pupils will be supported to use their Phonics knowledge to help them read decodable books that are matched to the content being taught. For example, if the target GPC is 'sh', pupils will read books, captions and sentences that allow them to practice reading this grapheme as well as any previously taught content. The reading books that pupils take home will provide them with the opportunity to practice this content, including those CEW that they have been taught within a Phonics session.

Differentiation

- In Reception we teach whole class phonics.
- In Year 1 pupils are taught as a whole class for the revisit/review and teach element of the session then they are grouped with similar gaps in knowledge and experience for practise and apply.
- In Year 2 all pupils are grouped with similar gaps in knowledge and experience for the whole phonics session.
- Additional daily interventions are planned across all year groups to help pupils master content that they did not secure in lessons. This stops pupils from falling too far behind. Pupils who need additional support are taught in a smaller group or as 1-1.
- All pupils will take home decodable phonics book to match their phonetic ability.
- All pupils from Reception – Year 2 have a Phonics book that pupils write in at tables during the daily Phonics session.

a

Around,
up,
down,
around.

b

Down,
up,
around.

c

Around.

d

Around,
up,
down,
around.

e

Around,
around.

f

Around,
down,
around,
lift,
cross.

g

Around,
up,
down,
around.

h

Down,
up,
around,
down,
around.

i

Down,
around,
lift,
dot.

j

Down,
around,
lift,
dot.

k

Down,
up,
around,
down,
around.

l

Down,
around.

m

Down, up,
around,
down, up,
around,
down,
around.

A

Down,
lift,
down,
lift,
cross.

B

Down,
lift,
around,
around.

C

Around.

D

Down,
lift,
around.

E

Down,
lift, cross,
lift, cross,
lift, cross.

F

Down,
lift,
cross,
lift,
cross.

G

Around,
up,
lift,
cross.

H

Down,
lift,
down,
lift,
cross.

I

Down,
lift,
cross,
lift,
cross.

J

Down,
around,
lift,
cross.

K

Down,
lift,
down,
down.

L

Down,
cross.

M

Down,
lift,
down,
up,
down.

n

Down, up,
around,
down,
around.

o

Around.

p

Down,
up,
around.

q

Around,
up,
down,
up.

r

Down,
up,
around.

s

Around,
around.

t

Down,
around,
lift,
cross.

u

Down,
around,
up, down,
around.

v

Down,
up.

w

Down,
up,
down,
up.

x

Down,
lift,
down.

y

Down,
around,
up, down,
around.

z

Cross,
down,
cross.

N

Down,
lift,
down,
up.

O

Around.

P

Down,
lift,
around.

Q

Around,
lift,
cross.

R

Down,
lift,
around,
down.

S

Around,
around.

T

Down,
lift,
cross.

U

Down,
around,
up.

V

Down,
up.

W

Down,
up,
down, up.

X

Down,
lift,
down.

Y

Down,
lift,
down,
down.

Z

Cross,
down,
cross.

Reading Book Band Overview from Reception to the end of KS1.

Band	End of year expectations	Phase	Content	Common Exception Words																																																																																
Lilac		Pre Phase 2	Wordless	-																																																																																
Pink		Phase 2	Initial 20 Phonemes – segmenting and blending CVC words	I, the, go, to, no																																																																																
Red	Reception end of year expectation	Phase 3	All phase 3 digraphs and trigraphs	he, she, me, we, be, you, all, are, was, they, my																																																																																
Yellow		Phase 4	Revision of phase 2 and 3 sounds. CVCC and CCVCC words with a short vowel sound. E.g. help, limb, crab.	what, there, little, one, out, said, like, have, so, do, some, come, were, when,																																																																																
Blue	Reception exceeding	Phase 4	Revision of phase 2 and 3 sounds. CVCC and CCVCC words with a short vowel sound. E.g. help, limb, crab. Including long vowels i.e. groans, stork.																																																																																	
Green		Phase 5	Phase 5a – first alternative set of graphemes ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a-e, o-e, u-e, i-e.	oh, their, people, Mr, Mrs, looked, called, asked, could																																																																																
Orange		Phase 5	Phase 5b – second set alternative graphemes. <table border="1" data-bbox="1116 1019 1531 1300"> <tbody> <tr> <td>i</td><td>tin</td><td>o</td><td>hot</td><td>c</td><td>cat</td><td>g</td><td>got</td><td>u</td><td>but</td> </tr> <tr> <td></td><td>wild</td><td></td><td>no</td><td></td><td>cell</td><td></td><td>gent</td><td></td><td>unit</td> </tr> <tr> <td>ow</td><td>down</td><td>ie</td><td>pie</td><td>ea</td><td>sea</td><td>er</td><td>farmer</td><td>e</td><td>bed</td> </tr> <tr> <td></td><td>low</td><td></td><td>chief</td><td></td><td>head</td><td></td><td>her</td><td></td><td>he</td> </tr> <tr> <td>a</td><td>hat</td><td>y</td><td>yes</td><td>ch</td><td>chin</td><td>ou</td><td>out</td><td>ey</td><td>money</td> </tr> <tr> <td></td><td>acorn</td><td></td><td>by</td><td></td><td>school</td><td></td><td>you</td><td></td><td></td> </tr> <tr> <td></td><td></td><td></td><td>gym</td><td></td><td></td><td></td><td>could</td><td></td><td>they</td> </tr> <tr> <td></td><td>was</td><td></td><td>very</td><td></td><td>chef</td><td></td><td>mould</td><td></td><td></td> </tr> </tbody> </table>	i	tin	o	hot	c	cat	g	got	u	but		wild		no		cell		gent		unit	ow	down	ie	pie	ea	sea	er	farmer	e	bed		low		chief		head		her		he	a	hat	y	yes	ch	chin	ou	out	ey	money		acorn		by		school		you						gym				could		they		was		very		chef		mould			water, where, who, again, thought, through, work, mouse, many, laughed, because, different, any, eyes, friends, once, please
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Turquoise	Year 1 end of year expectation	Phase 5		says, are, were, here, there, love, come, some, one, once, ask, school, put, push, pull, full, house, our																																																																																

Purple		<p>Reads a variety of fiction and non-fiction texts. Approximate word count in book between 500 – 750 words. Usually about 25 pages with 5-10 sentences per page. Wide range of challenging vocabulary and high frequency words. Phase 6 – polysyllabic words</p>
Gold	Year 1 Exceeding	<p>Wide range of challenging vocabulary and high frequency words. Approximate word count 700 – 900 Phase 6: polysyllabic words / can read suffixes and pre-fixes</p>
White	Year 2 end of year expectation	<p>Wide range of challenging vocabulary and high frequency words. Approximate word count 1200 Phase 6: Can read spelling rules such as wr, y(igh), g (j), c(s), gn(kn), dge, z(h), l(e), g(e)</p>
Lime	Year 2 Exceeding	<p>Predominately chapter books. Wide range of challenging vocabulary and high frequency words. Approximate word count 1500</p>