





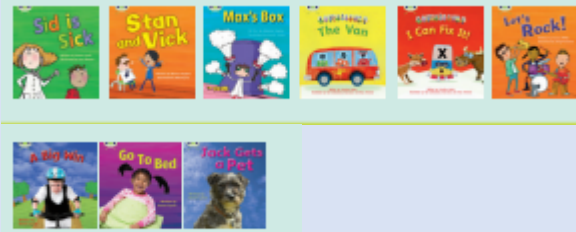








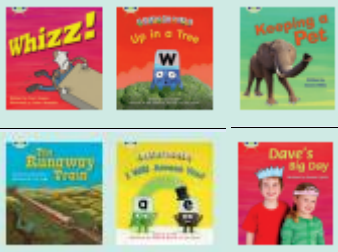
How do we teach phonics at Nova Primary?

Children are taught how to read using systematic synthetic phonics and this is given a high priority throughout Foundation Stage and Key Stage 1. The purpose of phonics is to quickly develop pupils' phonemic awareness which is their ability to hear, identify, and use phonemes in English. The aim is to systematically teach learners the relationship between these sounds and the written spelling patterns (graphemes) which represent them. Phonics emphasises the skills of decoding new words by sounding them out combining (blending) the sound-spelling patterns.

We use Letters and Sounds phonics framework to teach a sequence of skills which are broken down into 6 phonics phases (see table below). Through explicit daily phonics sessions, pupils are taught phonics knowledge and skills. This helps children build and use the relationship between sounds and letter symbols to help readers decode new words. The children are also taught that some words are not decodable and need to be recognised on sight. We teach this through daily repetition activities in order for the children to be able to read fluently.

	Sounds taught	Books	Key words	Phonic knowledge and skills
Phase 1 (Nursery/ Reception)				Activities are divided into several aspects, including: Listening to and for sounds (environmental, instrumental, voice and body sounds) Rhythm and rhyme Alliteration Oral blending and segmenting skills <i>*These skills continue to be taught through all phases*</i>
Phase 2 (Reception – up to 6 weeks)	Set 1: s, a, t, p Set 2: i, n, m, d		the, to, go, no, I	To orally blend and segment cvc words. Learning 19 letters of the alphabet and one sound for each. Beginning to read simple captions.
	Set 3: g, o, c, k			
	Set 4: ck, e, u, r			

	<p>Set 5: h, b, f, ff, l, ll, ss</p>			
<p>Phase 3 (Reception – up to 12 weeks)</p>	<p>Set 6: j, v, w, x</p>		<p>he, she, my, was, we, me, be, to, they, all, are, my, her</p>	<p>Sounds taught: j, v, w, x, 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</p> <p>The remaining 7 letters of the alphabet, one sound for each. Graphemes such as ch, oo, th representing the remaining phonemes not covered by single letters. On completion of this phase, children will have learnt the "simple code", i.e. one grapheme for each phoneme in the English language. Reading captions, sentences and questions.</p>
	<p>Set 7: y, z, zz, qu</p>			
	<p>Set 8: ch, sh, th, ng</p>			
	<p>Set 9 : ai, ee, igh, oa, oo</p>			
	<p>Set 10: ar, or, ur, ow, oi</p>			

	<p>Set 11: ear, air, ure, er</p>			
<p>Phase 4 (Reception – 4-6 weeks)</p>	<p>Consolidation: <i>No new grapheme-phoneme correspondences are taught in this phase. Children learn to blend and segment longer words with adjacent consonants, e.g. swim, clap, jump.*</i></p> <p>Set 20: Consonant clusters and blends: st, nd, mp, nt, nk, ft, sk, lt, lp, tr, dr, gr, cr, br, fr, bl, fl, gl, pl, cl, sl, sp, st, tw, sm, nch, shr, str, thr</p>		<p>said, so, he, we, me, be, have, like, some, come, was, you, were, there, little, one, do, when, out, what</p>	<p>Read and write words with initial and/or final blends: st, nd, mp, nt, nk, ft, sk, lt, lp, tr, dr, gr, cr, br, fr, bl, fl, gl, pl, cl, sl, sp, st, tw, sm, nch, shr, str, thr</p> <p>Confidently segmenting and blending cvcc/ccvc/ccvcc/cccvcc/cccvcc/ polysyllabic words to read and write.</p>
<p>Phase 5 (Year 1)</p>	<p>Set 13: wh, ph</p> <p>Set 14: ay, a-e, eigh, ey ei, (long a)</p>		<p>oh, their, people, Mr, Mrs, looked, called, asked, could, water,</p>	<p>Children learn more graphemes for the phonemes which they already know, plus different ways of pronouncing the graphemes they already know.</p>

Set 15: ea, e-e, ie, ey, y, (long e)



Set 16: ie, i-e, y, I, (long i)



Set 17: ow, o-e o, oe, (long o)



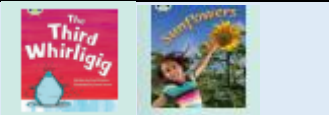
Set 18: ew, ue, u-e (long u), oo



Set 19: aw, au, al



Set 20: ir, er, ear



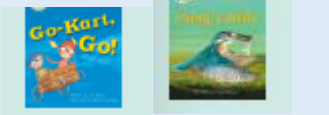
Set 21: ou, oy



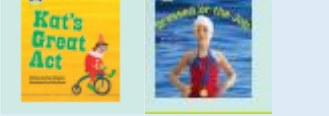
Set 22: eer, ere, are, ear



Set 23: ck, ch



Set 24: ce, ci, cy, sc, stl, se



where, who, again, thought, through, work, mouse, many, laughed, because, different, any, eyes, friends, once, please

Teach alternative pronunciations for graphemes

i fin, find	ow cow, blow	y yes, by, very
o hot, cold	ie tie, field	ch chin, school, chef
c cat, cent	ea eat, bread	ou out, shoulder, could, you
g got, giant	er farmer, her	
u but, put (south)	a hat, what	

Teach alternative spellings for phonemes

/sh/	/ai/	/ee/	/igh/	/oa/	/oo/	/ool/
ch	ay	ea	y	ow	ew	u
t(ion)	a-e	e-e	ie	oe	ue	oul
ss(ion, ure)	eigh	ie	i-e	o-e	ui	o (north)
s(ion, ure)	ey	y		o	ou	
c(ion, ious, ial)	ei	ey				
		eo				

/ar/	/or/	/ur/	/ow/	/oi/	/ear/	/air/	/ure/	/er/
a (south)	aw	ir	ou	oy	ere	are	our	our
	au	er			eer	ear		e
	al	ear						u
	our							etc

	Set 25: ge ,gi, gy, dge	 		
	Set 26: le, mb, kn, gn, wr	 		
	Set 27: tch t(ion) ss(ion) c(ial)	 		
Phase 6 (Year 2 and beyond)	Working on spelling, including prefixes and suffixes, doubling and dropping letters etc.		First 200 HFW	<p>During this phase, children become fluent readers and increasingly accurate spellers. Understand and apply suffixes – ed, ing, ful, est, er, ment, ness, en, s, es</p> <p>Understand the rules for adding ing, ed, er, est, ful, ly, y</p> <p>Investigate how adding suffixes and prefixes changes words</p>

Lesson structure:

Phonics lessons at Nova follow the structure of: review, teach, practise and apply. Within lessons, we use a variety and balance of activities to help children learn e.g. recording in writing; IT based; outdoor learning; physical activities. Four new sounds are taught a week with a phonics recap on a Friday.

Review

Review and assess previously learned sounds e.g. using flashcards

Teach

Introduce new sound

Say it: Say new sound (stretch or bounce) MTYT *e.g. say and stretch ssss*

Show picture cards or objects, stretch the start as you say each name MTYT *e.g. ssssnake, ssssnail*

Use my turn/your turn (MTYT)

Read it: Show sound card, picture side first, say rhyme or word e.g. *snake*. Show letter side, *say sss*. Add sound to flashcard pack and practise reading at speed.

Write it: Air write/write on the floor etc using rhyme *e.g. slide around the snake*. Air write and say sound sssss. Write sound on whiteboards or paper.

Practise

Practise reading and/or spelling words with the new sound through practical activities and games.

For example:

Buried Treasure – sort real and nonsense words containing new sound

Full circle – blending and segmenting words

Phoneme frames – hearing different sounds in words

Splat the sounds – Making words by splatting letters

Cross the river – Cross the river if you have a c-a-t

What's in the box – Objects/words in the box, pass it round. Children pick out a word or object and sound it out.

Apply

Phase 2 example: Read CVC words containing new sound using sound buttons, sound talk each word then blend whole word. *e.g. s-a-t sat*

Write words containing new sound. Say word MTYT, count the sounds on fingers, show fingers, say word and pinch the sounds on each finger. Write the word.

Phase 4/5 example: Read sentences with the new words and achievable HFW

Build a sentence – Say the sentence, play games to learn the sentence e.g. clap, whisper etc., adult models writing the sentence with children reminding what comes next. Take away the sentence and children write the sentence.

Early reading

We understand effective phonics techniques need to be embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy. Therefore children also have opportunities to apply and practise these skills during normal reading and writing activities.

Because the connection between letters and sounds is not readily apparent to new readers, modelling is an important aspect of phonics teaching. Teachers frequently model ways that a reader uses the sound-symbol relationship to decode unfamiliar words by reading and thinking aloud.

Once children have been exposed to adult modelling several times, they are encouraged to practise applying phonics to their own reading. This independent practice helps young readers truly build the connection between symbols and sounds. Adults guide children in strategically applying phonics to authentic reading and writing experiences to help them develop good decoding skills.

Children are matched with phonetically decodable books to help them practise the skill of decoding. Each week they take home a new book matched to the sounds they have been learning. In addition to this, children are also provided with a colour banded decodable and wider interest reading book, in order to develop other reading skills such as comprehension, prediction, inference, vocabulary and fluency.

Parental involvement:

As with every academic area, parental involvement is one of the keys to success. This is especially true for reading development. The more a parent /carer can read with and to a child at home, the better chance he/she has of developing a strong interest in and ability to read. Parents are invited to a phonics and early reading meeting in September to learn more about our approach to teaching at Nova and how to use the sound-letter connection to decode words. Parents and carers in EY, Y1 and start of Y2 are also invited to 'Phonics Friday' sessions every Friday to learn more about the sounds that have been taught that week. This is so they can reinforce phonics at home when they read with their children. Teachers also record videos of phonics and key words being covered each term to share with families to support them at home.

Terminology:

Phoneme – smallest unit of spoken language (sound)

Grapheme – a letter or combination of letters to represent a phoneme (written)

Diagraph – a combination of two letters making one sound *e.g. sh*

Trigraph – a single sound represented by three letters *e.g. igh*

Blending – the action of combining sounds to form a word *e.g. c-a-t = cat*

Segmenting – the action of breaking down a word into individual sounds *e.g.*

Letters and Sounds publication link:

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