



Phonics

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Phonics Intent and Implementation

Why do we teach Phonics?

Phonics is an important tool to develop reading fluency. The Department for Education National Curriculum for England states that reading helps pupils to develop culturally, emotionally, intellectually and socially.

An important goal of the curriculum is therefore to enable young learners to become fluent readers. Phonics is an approach to teaching reading, and some aspects of writing, by developing learners' phonemic awareness. This involves the skills of hearing, identifying and using phonemes or sound patterns in English. The aim is to systematically teach learners the relationship between these sounds and the written spelling patterns, or graphemes, which represent them. Phonics emphasises the skills of decoding new words by sounding them out and combining or 'blending' the sound-spelling patterns.

What is our curriculum aim?

Our aim is for all children to leave Shinfield Infant and Nursery School:

- Having made the best possible progress as a result of consistent, Quality First Teaching and (where appropriate) additional interventions to narrow the gaps in children's phonics.
- Confident to experiment with their writing, take risks, and continue to expand their experience of phonics.
- As skilled word readers by working out of the pronunciation of unfamiliar printed words (decoding) and recognition of familiar printed words.

Phonics Intent and Implementation

How is phonics taught at Shinfield?

- Phonics is taught using the structure of our systematic synthetic programme 'Little Wandle Letters & Sounds'. This comprehensive programme provides a clear structure for teaching phonics which is followed closely by all trained staff. This avoids cognitive overload which allows the children to fully focus on the learning.
- Using the Little Wandle Letters & Sounds lesson structure, each session will follow the same format of introduce, revisit and review, teach, practise and apply. This ensures that children learn new sounds whilst applying taught sounds to their reading of new words. Children work on decoding, segmenting and blending in every lesson. Children are exposed and use the correct subject specific technical vocabulary (such as phoneme, digraph, trigraph). Our lessons are designed to meet the children's needs based on our on-going phonic assessments. This informs planning within year groups.
- During daily direct teaching sessions, the teacher will provide a clear model and pronunciation of sounds, observing and assessing children to ensure those who have a secure understanding are able to move on as well as be aware of those children who need to revisit certain sounds. They will also be addressing misconceptions during the lesson. All children will be active participants in every lesson.
- Phonics resources are consistent throughout the school, allowing children to apply their phonic knowledge in all areas of the curriculum. Phonics and word mats support spelling and writing across the curriculum and having access to Phonics displays enables children to apply taught knowledge and skills to decode unfamiliar words in the classroom.
- Children identified as having gaps in their learning will have 'keep up' sessions (extra phonics lessons) either 1:1 or in small groups to close the gaps.

Phonics Content Spine - Reception

	Graphemes	Tricky Words
Autumn 1	s a t p i n m d g o c k c k e u r h b f l	is I the
Autumn 2	ff ll ss j v w x y z zz qu ch sh th ng nk <ul style="list-style-type: none"> words with -s /s/ added at the end (hats sits) words ending in s /z/ (his) and with -s /z/ added at the end (bags sings) 	put pull full as and has his her go no to into she push he of we me be
Spring 1	ai ee igh oa oo oo ar or ur ow oi ear air er <ul style="list-style-type: none"> words with double letters longer words 	was you they my by all are sure pure
Spring 2	Review Phase 3 <ul style="list-style-type: none"> words with double letters, longer words, words with two or more digraphs, words ending in -ing, compound words words with s /z/ in the middle words with -s /s/ /z/ at the end words with -es /z/ at the end 	was you they my by all are sure pure
Summer 1	Short vowels with adjacent consonants <ul style="list-style-type: none"> CVCC CCVC CCVCC CCCVC CCCVCC longer words and compound words words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -est 	said so have like some come love do were here little says there when what one out today
Summer 2	Phase 3 long vowel graphemes with adjacent consonants <ul style="list-style-type: none"> CVCC CCVC CCCVC CCV CCVCC words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -er, -est longer words 	Review all taught so far



Phonics Content Spine – Year 1

	Graphemes	Tricky Words
Autumn 1	Review Phase 3 and 4 Phase 5 /ai/ ay play; /ow/ ou cloud; /oi/ oy toy; /ea/ ea each	All phase 2 – 4 words
Autumn 2	/ur/ ir bird; /igh/ ie pie; /oo/ /yoo/ ue blue rescue; /yoo/ u unicorn; /oa/ o go; /igh/ i tiger; /ai/ a paper; /ee/ e he; /ai/ a-e shake; /igh/ i-e time; /oa/ o-e home; /oo/ /yoo/ u-e rude cute; /ee/ e-e these; /oo/ /yoo/ ew chew new; /ee/ ie shield; /or/ aw claw	their people oh your Mr Mrs Ms ask* could would should our house mouse water want
Spring 1	/ee/ y funny; /e/ ea head; /w/ wh wheel; /oa/ oe ou toe shoulder; /igh/ y fly; /oa/ ow snow; /j/ g giant; /f/ ph phone; /l/ le al apple metal; /s/ c ice; /v/ ve give; /u/ o-e o ou some mother young; /z/ se cheese; /s/ se ce mouse; fence; /ee/ ey donkey; /oo/ ui ou fruit soup	any many again who whole where two school call different thought through friend work
Spring 2	/ur/ or word; /oo/ u oul awful could; /air/ are share; /or/ au aur oor al author dinosaur floor walk; /ch/ tch ture match adventure; /ar/ al a half father; /or/ a water; schwa in longer words: different; /o/ a want; /air/ ear ere bear there; /ur/ ear learn; /r/ wr wrist; /s/ st sc whistle science; /c/ ch school; /sh/ ch chef; /z/ ze freeze; schwa at the end of words: actor	once laugh because eye
Summer 1	/ai/ eigh aigh ey ea eight straight grey break; /n/ kn gn knee gnaw; /m/ mb thumb; /ear/ ere eer here deer; /zh/ su si treasure vision; /j/ dge bridge; /i/ y crystal; /j/ ge large; /sh/ ti ssi si ci potion mission mansion delicious; /or/ augh our oar ore daughter pour oar more	busy beautiful pretty hour move improve parents shoe

Phonics Progression Map – Decoding

- Say a sound for each letter in the alphabet.

N

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- R** • Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

1

- Apply phonic knowledge and skills as the route to decode words.
- Blend sounds in unfamiliar words using the GPCs that they have been taught.
- Respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.
- Read words containing taught GPCs.
- Read words containing -s, -es, -ing, -ed and -est endings.
- Read words with contractions, e.g. I'm, I'll and we'll.
- Read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.

2

- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.
- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.
- Accurately read most words of two or more syllables.
- Read most words containing common suffixes.
- Read most Y1 and Y2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.