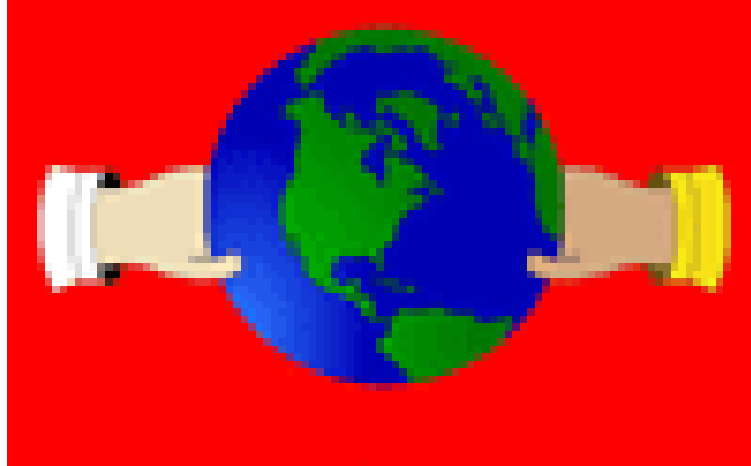


# Phillimore Community Primary School



## Phonics Handbook



## **An Introduction to Phonics**

Synthetic Phonics is a way of teaching reading. Children are taught to read letters or groups of letters by saying the pure sound(s) they represent – so, they are taught that the letter l sounds like llllll when we say it. Children can then start to read words by blending (synthesising) the sounds together to make a word.

### **How do we teach phonics at Phillimore?**

At our school, the children begin learning phonics from when they join us in FS1. Discrete phonics sessions follow the four parts: revisit, teach, practise, and apply. We plan following the phases in Little Wandle Letters and Sounds revised.

In FS1 the children are taught the beginnings of phonological awareness and rhyme through Little Wandle foundations for phonics.

From FS2 and year 1 we follow the progression of graphemes in the Little Wandle Letters and Sounds Revised programme. Please ask in school if you wish to see this.

In year 2 children who have not yet passed phonics continue to receive the phonics teaching they need until the end of the year when they are rescreened in June.

### **Terminology**

**Phoneme** – the smallest unit of sound that can be heard in a word

**Morpheme** – the smallest unit of meaning within a word e.g. un-lady-like

**Grapheme** – the recorded letters that represent a phoneme e.g. 'a' 'sh' 'igh'

**Digraph** – two letters which make one sound e.g. 'sh' or 'ay'

**Trigraph** – three or more letters which make one sound e.g. 'air' or 'aigh'

**Oral Blending** – means hearing a series of spoken sounds and then merging them together to make a spoken word. No written recording is involved.

**Blending** – is recognising the sounds in words and then merging them in order to read the word e.g. c-u-p... cup

**Segmenting** – is identifying the individual sounds in words and then writing them down in order to spell them

To support the children with blending sounds orally we use Phonics Fingers. Fingers represent the sounds and we move our hand to blend when we say the word. We model this using our left hand and our palm pointing out. We start representing the phonemes from the thumb.

## Assessment

We begin assessing the children from when they start learning phonics in FS2.

All children in school are routinely assessed. At the end of every half term the children are assessed using a previous phonics screening. In FS2 and year 1 the children are assessed using the Little Wandle end of half term assessments. These assessments are collected by the phonics lead and analysed. Staff are then expected to plan direct phonics teaching to close gaps in knowledge.

In F1 this is linked to the EYFS assessments.

In F2 from summer 1 the children are assessed every half term using the first 20 words from the phonics screening alongside the phase assessment. These results are given to the phonics lead and the children's progress is tracked.

In year 1 the children take a previous phonics screening every half term. Their results are given to the phonics lead who tracks their progress.

The children who did not pass the screening in year 1 continue to be assessed using previous phonics screenings while in school until they pass.

When the children take the screenings, they are encouraged to draw the sound buttons underneath every word. They are also taught to look for the digraph first.

## Year 1 Phonics Test

The Year 1 Phonics Screening Check is designed to indicate the progress of children in phonic decoding/reading skills. The phonics screening check consists of 20 real words and 20 silly or 'pseudo-words'. A silly or pseudo word is a made up word which does not make sense e.g. 'tomp'. The pseudo words are meant to create a pure test of phonics as they will be new to all children.

| Practice sheet: Real words | Practice sheet: Pseudo words                                                            |
|----------------------------|-----------------------------------------------------------------------------------------|
| in                         | ot   |
| at                         | vap  |
| beg                        | osk  |
| sum                        | ect  |

The phonics screening check will be administered by the class teacher or trained teaching assistant who is familiar to them. It is completed with one child at a time. There is no time limit for the test, but it is expected to take ten minutes per child. Should children struggle with the phonics check they will be required to take it again in Year 2 and continue in ks2 until they pass.

### Sessions and grouping

In FS1 the children are exposed to phonics in many different ways. These include: whole class daily discrete sessions, planned activities in the provision, listening walks, stories and rhymes. The discrete teaching of phonics phase 2 begins in Nursery at the beginning of the Spring Term.

In FS2 the children continue to be exposed to phonics in the provision and through stories and rhymes. They also receive daily phonics sessions taught to the whole class and targeted groups. Any gaps in the children's phonetic knowledge is then taught when they are heard read and through direct phonics teaching.

The children in year 1 are grouped according to assessments. The different groups consist of phase 5 age related teaching and targeted support in groups designed to help the children catch up with others. Some groups follow the Little Wandle SEND blending planning to support the children develop this much needed skill.

In year 2 children who have not passed the phonics screening will continue to receive phonics teaching and have daily targeted support. Children who did pass are taught the year 2 spellings.

In key stage 2, those children who did not pass in year 2 will continue to receive direct phonics teaching. This will be towards the end of their book study session and is tailored support based on assessments.

All phonics session in FS2, Y1 and Y2 follow the structure as set out in the Little Wandle phonics scheme.

### **CPD**

The English team make regular drop in observations into phonics sessions across the school and staff are given support if needed following the session. When staff are moved to a different year group they are given CPD to support them in teaching phonics if there are different requirements. Staff who are new to the school are given an introductory session around how phonics is taught at Phillimore. We use the Little Wandle on demand training modules to ensure staff have frequently updated phonics CPD.

### **Other useful information**

- Every area where the children learn phonics there is a display of the graphemes the children have been taught.
- The flash cards used are all plain with no pictures.
- Classrooms have a phonics/spelling display.
- Letter formation is taught using the Martin Harvey scheme and the mnemonics within Little Wandle.
- Children are regularly exposed to the reading of tricky and common exception words. They are expected to read them from sight.
- Individual reading books sent home are based on the phonics phase the children have been assessed at.