

## Phonics at Ashleigh

At Ashleigh our prime approach to teaching phonics is through the use of synthetic phonics, following the 'Letters and Sounds' structure (see below). This is a progressive approach which enables children to learn sounds (phonemes) and a way to write them using letters (graphemes). They are taught how to segment and blend to read and write. Children are also taught to read and spell tricky words (common exception words). To teach these sounds and words, we follow the 'Story Time Phonics' scheme.

	<b>Nursery</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>KS2</b>
<b>Phases</b>	Teach <b>Phase 1</b> (see below)	Teach <b>Phase 2, 3 and 4</b> (see below)	Teach <b>Phase 5a and 5b</b>  The elements of Phase 6 which are included in the Year 1 National Curriculum will also be taught through SPaG objectives in English lessons.	Recap <b>Phase 5b in Autumn 1</b> Only children who did not reach the expected standard at the end of Year 1 will continue to be taught phonics after Autumn 1. This includes children who failed phonics screening and children who still have significant gaps on the Ashleigh Phonics Tracker.	If children are still not working at age related expectations for phonics in KS2, it is likely that an additional SEN will have been identified and alternative approaches will be used to teach reading. A very small number of children may continue with phonics intervention if they have been making progress with this approach in previous years.
<b>Terminology used at Ashleigh</b>	<p><b>Sound:</b> also known as a phoneme; the smallest, single, identifiable sound in a word.</p> <p><b>Letter:</b> also known as a grapheme; the symbols used to record sounds.</p> <p><b>Digraph:</b> two letters making one sound (e.g. <b>ee</b>)</p> <p><b>Split digraph:</b> two letters making one sound, which are split by another letter (e.g. <b>c<u>a</u>k<u>e</u></b>)</p> <p><b>Trigraph:</b> three letters making one sound (e.g. <b>n<u>i</u>gh<u>t</u></b>)</p> <p><b>Letter name:</b> how we would refer to each letter when saying it in the alphabet</p> <p><b>Segment:</b> to split a word up into its individual sounds (e.g. night = <b>n - i</b>gh<u>t</u>)</p> <p><b>Blend:</b> to draw individual letters together to pronounce a word (e.g. n - i<u>gh</u> - t = <b>night</b>)</p> <p><b>Sound talk:</b> to verbally segment the sounds in the word and then blend them back together</p> <p><b>Sound Buttons:</b> single letters have a dot underneath and digraphs and trigraphs have a line underneath, to show these letters make one single sound.</p> <p><b>Alien words:</b> a nonsense word for children to practise their segmenting and blending skills.</p> <p><b>Tricky words:</b> common exception words which cannot be phonetically decoded.</p> <p><b>Decode:</b> segmenting and blending to read</p> <p><b>Encode:</b> writing the correct letters to represent the spoken sounds</p> <p><b>My turn, your turn:</b> when teaching pronunciation of sounds, the adult points to self and says the sound, then points to children for them to repeat it.</p> <p><b>Stomp it out:</b> used to teach tricky words. Stamp each foot in turn as you say letter names then jump together to say the whole word (e.g. s-a-i-d SAID!)</p>				

## Letters and Sounds Structure

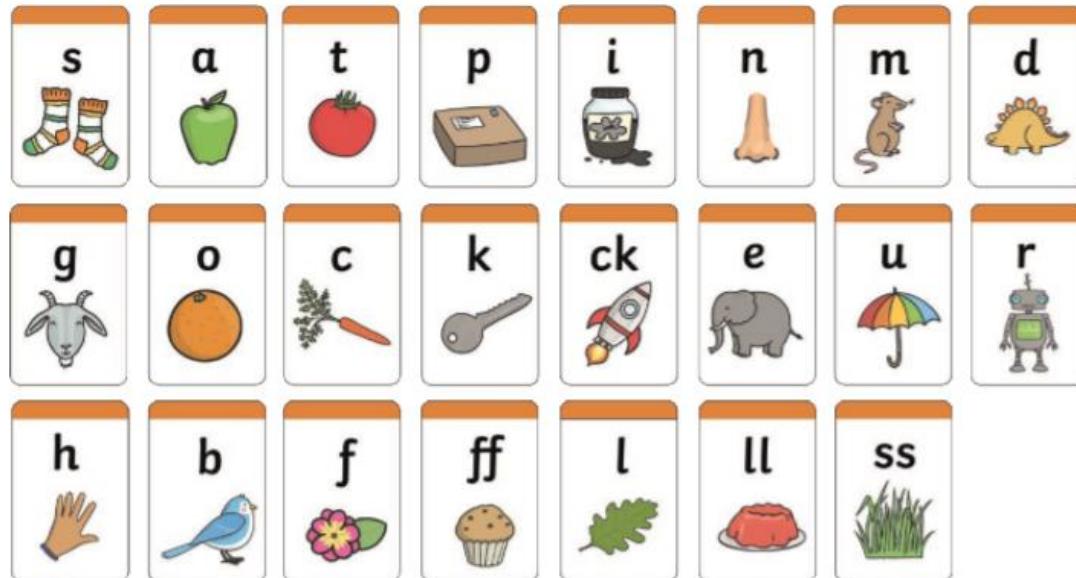
Phase	Phonic Knowledge and Skills
<b>Phase 1</b> (Nursery/Reception)	Activities are divided into seven aspects, including environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and finally oral blending and segmenting (sound talking).
<b>Phase 2</b> (Reception) up to 6 weeks	Learning 19 letters of the alphabet and one sound for each. Blending sounds together to make words. Segmenting words into their separate sounds. Beginning to read simple captions.
<b>Phase 3</b> (Reception) up to 12 weeks	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. Reading captions, sentences and questions. On completion of this phase, children will have learnt the "simple code", which is one grapheme for each phoneme in the English language.
<b>Phase 4</b> (Reception) 4 to 6 weeks	No new grapheme-phoneme correspondences are taught in this phase. Children learn to blend and segment longer words with adjacent consonants, e.g. <u>swim</u> , <u>clap</u> , <u>jmp</u> .
<b>Phase 5a</b> (Year 1)	Now we move on to the "complex code". Children learn 18 more graphemes for the phonemes which they already know. E.g. We know <u>rain</u> , next we learn <u>pay</u>
<b>Phase 5b</b> (Year 1)	Next, we move on to different ways of pronouncing the graphemes they already know. E.g we learned <u>cow</u> but next we find out this combination of letters can also be pronounced <u>glow</u> .
<b>Phase 6</b> (In line with National Curriculum Year 1 and year 2)	Working on spelling rules, including prefixes and suffixes, doubling and dropping letters. This is taught through SPaG (spelling, punctuation and grammar) lessons, rather than through phonics sessions at Ashleigh.

## Assessment and Tracking Progress

- ✓ At the end of Autumn 1, when the Reception children have been taught the first sounds, the teacher will complete a 1:1 phonics assessment to see which sounds have been retained. This is recorded on the class Phonics Assessment Record sheet and the number of gaps in their knowledge is identified on the Number of Gaps Class Record. At the end of each half term, the gaps are reassessed to monitor progress and the gaps trackers are reviewed by the English Lead.
- ✓ At the start of Year 1, all of the sounds taught in Reception are reassessed to identify each child's baseline. This is recorded on the class Phonics Assessment Record sheet and the number of gaps in their knowledge is identified on the Number of Gaps Class Record. At the end of each half term, the gaps are reassessed to monitor progress and the gaps trackers are reviewed by the English Lead.
- ✓ If a child is working below the expected standard, the class teacher, alongside the English Lead will identify the provision required to accelerate progress. This could include sending home sounds to practise, 1:1 support or an intervention group. Each half term, progress is reassessed and provision is adapted accordingly.
- ✓ All paperwork to assess children and track their progress as described above, can be found on TeacherSpace > English Curriculum Team > Phonics.

## Phase 2

## Sounds



# Tricky Words

I no  
the to  
into go

## Phase 3

### Sounds



### Tricky Words

we                      me  
all                      are  
they                    my  
her                      was  
be                        you  
she                      he

## Phase 2 to 5 Tricky Words

### Phase 2

I

no

the

to

go

into

### Phase 3

he

she

we

me

be

you

are

her

was

all

they

my

### Phase 4

said

have

like

so

do

some

come

little

one

were

there

what

when

out

### Phase 5

oh

Mrs

people

their

called

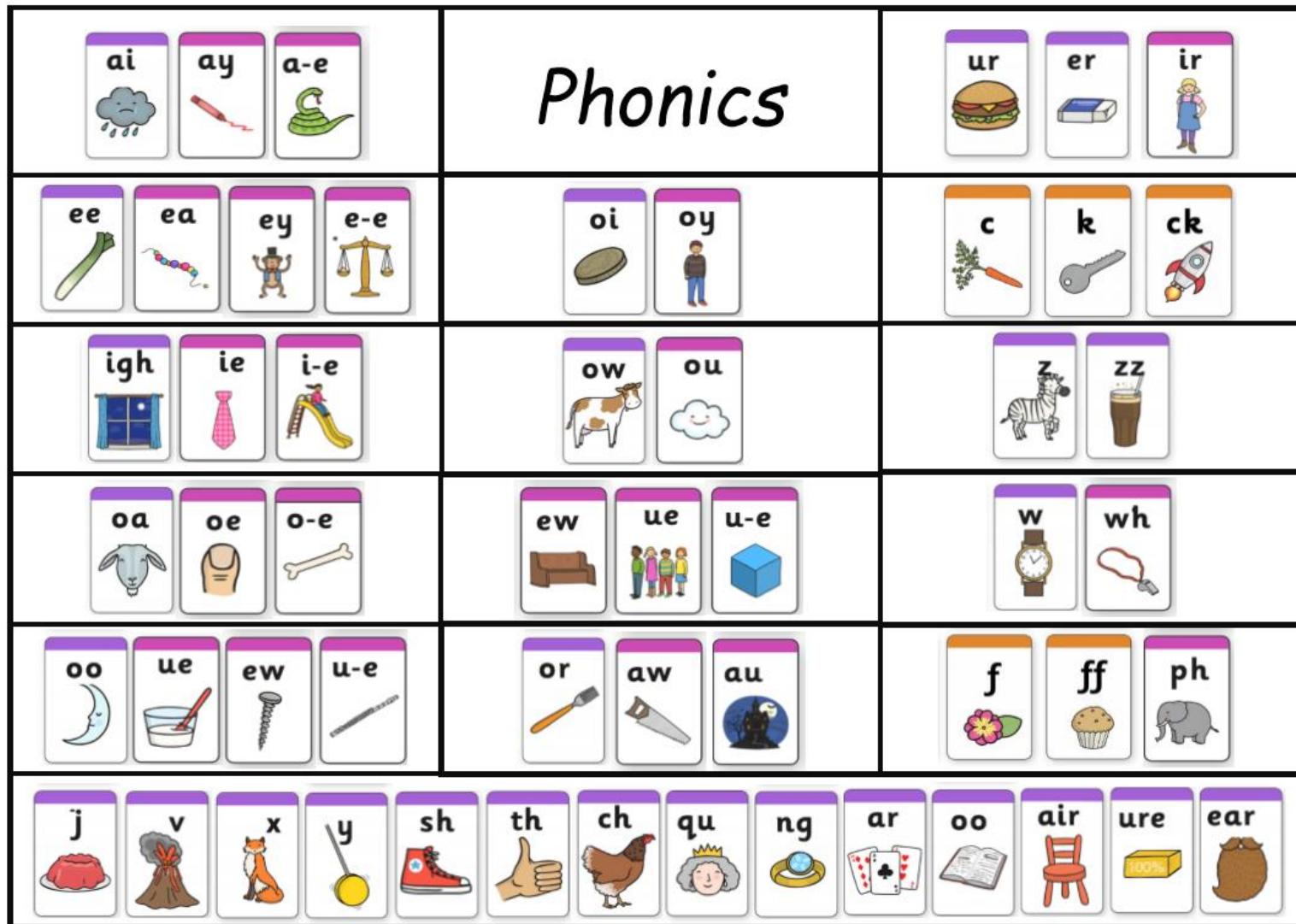
Mr

looked

asked

could





This sound mat is used from Year 1. The sounds are grouped into 'families' to show the different ways of representing each sound. The sounds along the bottom do not belong in a family as they are the most common way of representing that sound. The colours represent the phase the sound is taught in. Orange = Phase 2, Purple = Phase 3 and Pink = Phase 5.

# My Tricky Word Mat



Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

<b>Aa</b> again all any are asked	<b>Bb</b> be because by	<b>Cc</b> called come could	<b>Dd</b> different do	<b>Ee</b> eyes	<b>Ff</b> for friends	<b>Gg</b> go	<b>Hh</b> has have he her here his house	<b>Ii</b> I into
<b>Ll</b> laughed like little looked love	<b>Mm</b> many me mouse Mr Mrs my	<b>Nn</b> no	<b>Oo</b> Oh once one out our	<b>Pp</b> people please put	<b>Ss</b> said says school she so some	<b>Tt</b> the their there they thought to today	<b>Ww</b> was water we were what when where who work	<b>Yy</b> you your

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This tricky word mat is used from Year 1. It shows all of the words children should be able to read and spell by the end of Year 1 from phonics phases 2 - 5.