



Torpoint Nursery and Infant School

Phonics Programme



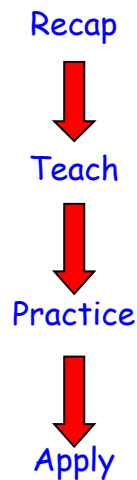
Introduction

At Torpoint Nursery and Infant School, discrete synthetic phonics is taught daily from Nursery through to Year Two. Our progressive phonics programme is taught through six phases using the phonemes and graphemes outlined in the Letters and Sounds Programme.

As part of our programme, we use the Read Write Inc. phoneme/ grapheme ditties (phrases with pictures) to help the children learn new sounds in a memorable, fun and exciting way.

Within each phonics session, the skill of either blending or segmenting is the focus. This ensures that children can apply the newly learnt phoneme/ grapheme in both their blending for reading and segmenting for spelling. There may be some cases, especially at points where children are consolidating what they have learnt, that a session may include both skills. It is important that children also understand how blending and segmenting are related.

Each phonics session will include four parts using the following format:



Children are taught phonics in groups based on their attainment. Teachers use their professional judgement to decide if children will benefit from being based in class groups or within groups from classes across the year group. Teaching children in these smaller groups ensures teachers plan focused sessions based on the needs of the children within the group.

Teachers adapt their planning, teaching and learning opportunities based on assessments made within phonics sessions. This, again, ensures sessions are carefully planned to meet the specific needs of all children, enabling them to make the very best progress.

We do not outline a specific time frame in which children should progress through the phases, as we understand that children progress at different times. We do, however, have an expectation of which phases should be taught and completed within certain year groups. These expectations are detailed in the 'progression from Nursery to Year Two' section of this programme.

Progression of learning outcomes through the phonics phases

Phase 1

- Children explore and experiment with sounds and words.
- They listen attentively.
- They show a growing awareness and appreciation of rhyme, rhythm and alliteration.
- They speak clearly and audibly with confidence and control.
- They distinguish between different sounds in words.
- They develop awareness of the differences between phonemes.

Phase 2

- Children know that words are constructed from phonemes and that phonemes are represented by graphemes.
- They have knowledge of a small selection of common consonants and vowels taught in sets.
- They blend them together in reading simple CVC words and segment them to support spelling.

Phase 3

- Children link sounds to letters, naming and sounding the letters of the alphabet.
- They recognise letter shapes and say a sound for each.
- They hear and say sounds in the order in which they occur in the word.
- They read simple words by sounding out and blending the phonemes all through the word from left to right.
- They recognise common digraphs and read some tricky words.

Phase 4

- Children are able to blend and segment adjacent consonants in words.
- They apply this skill when reading unfamiliar texts and in spelling.
- Children are able to read and spell polysyllabic words.

Phase 5

- Children broaden their knowledge of phonemes for use in reading and spelling.
- They learn new graphemes and become quicker at recognising graphemes and blending the phonemes they represent.

Phase 6

- Children learn spelling strategies and skills, and apply these when reading and writing longer texts.

Phonics from Nursery through to Year Two

Nursery

- When children start in Nursery there is a very strong emphasis on speaking and listening to prepare children to enunciate sounds, blend sounds together and segment words into their individual sounds.
- Children have regular opportunity to develop language skills through songs, games, toys, stories and rhymes and this is continued throughout their time at the school.
- Phase 1 of the Letters and Sounds programme is used and a discrete session is planned daily where children work in their key worker groups.
- Those children who are confident and able at Phase 1 will progress onto learning sounds from Phase 2 (see letter sets in Phase 2 section of this programme). They will focus on developing the ability to orally blend and segment with these letter sounds, progressing to reading simple VC, CVC words and creating words in a kinaesthetic way (magnetic letters, foam letters).
- At the end of Nursery, assessments are passed onto Reception teachers to advise them of the stage each child is at so that they continue to progress through the phases.

Reception

- Within the first 2 weeks of starting Reception, teachers plan activities that allow children to revisit/consolidate their learning. These activities also allow teachers to assess where children are if they have not attended our Nursery setting.
- Children are then grouped by attainment and discrete phonics sessions are planned for these groups.
- The expectation is that children will have reached the end of Phase 4 by the end of Reception.

Key Stage 1

- Assessments completed at the end of Reception are passed on to the child's new class teacher. These assessments include the phases at which the children are working in, and the specifics about aspects of the programme they have achieved.
- The expectation is children in **Year 1** have learnt all the alternative graphemes for reading by the May Half term. This will ensure they have learnt all that is required for them to pass the Year 1 Phonics Screening Check in June.
- The expectation is at the end of **Year 2** children have completed Phase 6.

The Phases

Phase 1

This phase is broken down into seven aspects which focus on children developing their knowledge of environmental sounds, instrumental sounds, body percussion, rhythm and rhyme, alliteration, voice sounds and oral blending and segmenting.

Within each aspect children will have opportunities to:

- Tune into sounds

The purpose of this is to develop children's listening skills and awareness of sounds in the environment.

- Listen and remember sounds

The purpose of this is the further development of vocabulary and children's identification and recollection of the difference between sounds.

- Talk about sounds

The purpose of this is for children to make up simple sentences and talk in greater detail about sounds.

Phase 2

The purpose of this phase is to teach at least 19 letters, and move children on from oral blending and segmentation to blending and segmenting with letters.

By the end of the phase many children should be able to read some VC and CVC words and to spell them either using magnetic letters or by writing the letters. During the phase they will be introduced to reading two-syllable words e.g; robin, habit, and simple captions.

Letter progression Phase 2

Set 1: s a t p

Set 2: i n m d

Set 3: g o c k

Set 4: c k e u r

Set 5: h b f ff l ll ss

High-frequency 'tricky' words learnt in this phase are:

Group 1: the, to, go, no, and, I.

Phase 3

The purpose of this phase is to teach another 25 graphemes, most of them comprising two letters (e.g. oa), so the children can represent each of the phonemes in the English language by a grapheme.

Children also continue to practise CVC blending and segmentation in this phase and will apply their knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions. They will learn letter names during this phase, learn to read some more tricky words and also begin to learn to spell some of these words.

Letter progression Phase 3

Set 6: j v w x

Set 7: y z zz qu

Grapheme progression Phase 3

Group 1 - ch chip sh shop th thin/then ng ring

Group 2 - ai rain ee feet igh night oa boat

Group 3- oo boot/look oi coin ow cow/blow

Group 4 - ar farm or for ur hurt er corner

Group 5 - ear dear air fair ure sure

Tricky words learnt in this phase are:

Group 2 - he, she, we, be, me

Group 3- you, are , was, they, my, by

Phase 4

Children entering Phase 4 will be able to represent each of the phonemes in the English language by a grapheme, and be able to blend phonemes to read CVC words and segment CVC words for spelling.

They will have some experience in reading simple two-syllable words and captions.

They will know letter names and be able to read and spell some tricky words. The purpose of this phase is to consolidate children's knowledge of phonemes/graphemes in reading and spelling words that contain adjacent consonants and polysyllabic words. Words learnt in this phase will include CVCC words, CCV and CCVC words, CCVCC, CCCVC and CCCVCC word.

The purpose of this phase is to consolidate children's knowledge of graphemes in reading and spelling words containing adjacent consonants and polysyllabic words.

Progression

1 - practise recognition and recall of Phase 2 and 3 graphemes and reading and spelling CVC words

- Teach and practise reading CVCC words
- Teach and practice spelling CVCC words
- Practise reading sentences including CVCC words
- Practise writing sentences including CVCC words

Example of CVCC words: just, help, went, tent

2 - practise recognition and recall of Phase 2 and 3 graphemes and reading and spelling CVC words

- Teach and practise reading CCVC words
- Teach and practice spelling CCVC words
- Practise reading sentences including CCVC words
- Practise writing sentences including CCVC words

Example of CCVC words: from, stop, frog, spot

3 - practise recognition and recall of Phase 2 and 3 graphemes

- Teach and practise reading longer words containing adjacent consonants (CCVCC)
- Teach and practise spelling longer words containing adjacent consonants (CCVCC)
- Teach and practise reading words including polysyllabic words
- Teach and practise spelling words including polysyllabic words
- Practise reading sentences including adjacent consonants and polysyllabic words
- Practise writing sentences including adjacent consonants and polysyllabic words

Example of words containing adjacent consonants: plank, sprang, trust, brush

Example of polysyllabic words: paintbrush, floating, treetop, freshness

4 - practise recognition and recall of Phase 2 and 3 graphemes

- Practise reading longer words containing adjacent consonants and polysyllabic words (CCCVC/CCCVCC)
- Practise spelling longer words containing adjacent consonants and polysyllabic words (CCCVC/CCCVCC)
- Practise reading sentences including adjacent consonants and polysyllabic words
- Practise writing sentences including adjacent consonants and polysyllabic words

Example of words containing adjacent consonants: scrap, spring, strap, swing, crunch, drench, trench

Example of polysyllabic words: handstand, windmill, starlight

Tricky words learnt in this phase are:

Group 4 - said, some, come, one, were, so, do

Group 5 - your, there, where, here, put, once

Group 6 - school, friend, love, house, our, full, pull

Updated 2021

Phase 5

The purpose of this phase is for children to broaden their knowledge of graphemes and phonemes for use in reading and spelling. They will learn new graphemes and alternative pronunciations for these and graphemes they already know, where relevant.

When spelling words they will learn to choose the appropriate graphemes to represent phonemes and begin to build word-specific knowledge of the spellings of words.

At this stage, children will focus on reading the alternative graphemes and then the spellings of these.

Progression

1- Practise recognition and recall of Phase Two, Three and Five graphemes as they are learned

-Teach new graphemes for reading

Grapheme progression Phase 5

Group 1 - ay day ou out ie tie ea eat

Group 2 - oy boy ir girl aw saw ue blue

Group 3- wh when ph photo ew new oe toe au Paul

Group 4 - a-e make i-e like o-e home e-e these u-e rule

-Practise reading sentences including new graphemes learnt, adjacent consonants and polysyllabic words

-Practise writing sentences including new graphemes learnt, adjacent consonants and polysyllabic words

2- Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned

-Teach alternative pronunciations of graphemes for reading

Known graphemes for reading: common alternative pronunciations

Group 1 - i fin, find ow cow, blow y yes, by, very o hot, cold

Group 2 - ie tie, field ch chin, school, chef c cat, cent ea eat, bread

Group 3 - ou out, shoulder, could, you g got, giant er farmer, her u but, put a hat, what

- Practice reading and spelling words with adjacent consonants and words with newly learned graphemes

- Practise reading and spelling polysyllabic words

- Practise reading sentences with adjacent consonants and words with newly learned graphemes

- Practise writing sentences with adjacent consonants and words with newly learned graphemes

3-Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned

-Teach alternative spellings of phonemes for spelling

/c/	/ch/	/f/	/j/	/m/	/n/	/ng/	/r/	/s/	/sh/	/v/	/w/
k	tch	ph	g	mb	kn	n(k)	wr	c	ch	ve	wh
ck			dge		gn			sc	t(ion)		
qu									ss(ion, ure)		
x									s(ion, ure)		
ch									c(ion, ious, ial)		

/zh/
vision

/e/	/i/	/o/	/o/ (south)	/ai/	/ee/	/igh/	/oa/	/oo/	/oo/
ea	y	(w) a	o	ay	ea	y	ow	ew	u
	ey			a-e	e-e	ie	oe	ue	oul
				eigh	ie	i-e	o-e	ui	o (north)
				ey	y		o	ou	
				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

-Practise reading and spelling words with adjacent consonants and words with newly learned graphemes

-Practise reading and spelling polysyllabic words

-Practise reading sentences including adjacent consonants, polysyllabic words and words with alternative spellings for phonemes

-Practise writing sentences including adjacent consonants, polysyllabic words and alternative spellings for phonemes

This is the largest section of Phase 5 and will be taught over a number of weeks.

Children should consolidate reading and spelling the following tricky words throughout Phase 5:

Group 1 - the, to, no, go, a, I, into

Group 2 - he, she, we, be, me

Group 3- you, are, was, they, my, by

Group 4 - said, some, come, one, were, so, do

Group 5 - your, there, where, here, put, once

Group 6 - school, friend, love, house, our, full, pull

Children who are confident at reading and spelling these words should progress on to learning tricky words outlined in Phase 6.

Phase 6

At the start of Phase Six, children will have already learnt the most frequently occurring grapheme-phoneme correspondences (GPCs). They will be able to read many familiar words automatically. When they come across unfamiliar words they will in many cases be able to decode them quickly and quietly using their well-developed sounding and blending skills. With more complex unfamiliar words they will often be able to decode them by sounding them out.

As part of this phase, children will also revise the sounds that they have learnt during Phase 5; in particular, the alternative graphemes.

In Phase 6, the main aim is for children to become more fluent readers and more accurate spellers.

Children will learn to:

- Read and spell words written in the past tense
- Investigate and learn how to add suffixes and prefixes to words
- Read and spell plurals
- Read and spell homophones
- Read and spell words using the contracted form
- Spell longer words
- Explore the spellings of tricky words

Progression

Past Tense

-Teach how to change regular verbs into the simple past tense by adding the suffix 'ed'. For example, walk- walked, jump -jumped, bake-baked. Children learn that an irregular verb changes in a different way e.g. fly- flew, sing- sang.

-Children will be able to read these words within longer texts and write these words within sentences.

Suffixes

-Teach how suffixes change the meaning or purpose of the word and how the spellings of some words change when suffixes are added. For example, hop-hopped, clap-clapping, short-shorter, strong-strongest, hope-hopeful, love-lovely, move-movement, fear-fearless, happy-happiness.

-Children will be able to read these words within longer texts and write these words within sentences.

Prefixes

-Teach how prefixes change the meaning or purpose of the word. For example, tidy- un-
untidy, read-reread.

-Children will be able to read these words within longer texts and write these words within sentences.

Plurals

- Teach how to create plurals of regular nouns by adding s or es. For example, cat-cats, bush
-bushes. Children also learn that irregular nouns change in a different way to make the plural e.g. child-children, woman-women.

-Children will be able to read these words within longer texts and write these words within sentences.

Contractions

-Teach how to use an apostrophe for a contraction. For example, do not- don't, they have-
they've.

-Children will be able to read these words within longer texts and write these words within sentences.

Homophones

-Teach how to spell common homophones. For example, their, there, they're.

-Children will be able to read these words within longer texts and write these words within sentences.

Spellings

-Throughout this phase, children learn to read and spell longer and trickier words. Children are taught to find the tricky parts of spellings and use strategies such as mnemonics and analogies and syllables to memorise these parts.

Tricky words learnt in this phase are:

Group 1 - door, floor, poor, most, only, both

Group 2 - find, kind, mind, behind, child, wild, climb, children

Group 3- old, gold, hold, told, every, everybody, even

Group 4 - great, break, steak, pretty, beautiful

Group 5 - after, fast, last, past, father, class, grass, pass, plant, path, bath

Group 6 - hour, move, prove, improve, sure, sugar

Group 7 - could, should, would, who, whole, any, many

Group 8 - clothes, busy, people, water, again

Group 9 - half, money, Mr, Mrs, parents, Christmas

Resources

- Phoneme/grapheme correspondences are introduced using the Read Write Inc. ditties (cards with memorable rhymes and pictures).
- Children learn the 'ditty' that accompanies the picture and teachers and TAs/HLTAs refer to these to support the children when learning and recalling phonemes.
- Each class has a set of phoneme mats which correspond with these ditties.
- Phoneme frames are available for all classes to use to support children when segmenting for spelling.
- There are a range of phonic based resources that teachers can use, supporting the kinaesthetic element for learning.
- Children read books that are closely matched to their phonics phase to enable them to consolidate the skills for blending. There are fiction and non-fiction books for each phase to engage all readers.



Learning Environment

- All classes have support materials that children have access to support them when working independently.
- Children have the opportunity to apply their phonic decoding skills as classrooms and external areas (corridor displays) have vocabulary that children can read - appropriate size, height, font.
- Tricky words (Common Exception Words) appropriate for children in the class are displayed in the classroom and children are encouraged to use them in their work.
- Children are expected to use the skills they have learnt in their discrete phonics sessions when taking part in learning activities across the curriculum.
- Children have the opportunity to apply their learnt skills in weekly planned guided reading and writing sessions.
- Teachers ensure they are consistently modelling the skills for blending and segmenting through shared reading and writing.

Assessment and Tracking

- Teachers regularly assess all learners and ensure their phonic session is meeting the needs of all the children in the group; adapting their lessons as necessary.
- At the end of a phase, teachers assess each child's ability to blend and segment real and 'non-real' words using the phoneme/graphemes that have been taught (See Appendix One for phonic assessments sheets)
- If at the end of term an assessment has not taken place, then teachers assess the children at this point.
- Children's groupings are then reviewed and refined for the next stage in their learning.
- Assessments in reading and writing are completed at three data collection points throughout the year and the Subject Leader monitors attainment and progress for all children, including those eligible for Pupil Premium funding.
- Class tracking sheets are used for reading to ensure progress through the coloured book bands is carefully monitored
- Copies are available for the English Coordinator and SENDCo.
- If children are showing a cause for concern or are not at the correct stage in their phonics development then the SENDCo and English Coordinator need to be informed. Together with the class teacher an intervention programme can be put in place. This may be specific for one child or a group of children sharing the same individual needs.

Monitoring

- Peer observations take place across year groups and Key Stages so teachers can support each other in delivering high quality phonics. This applies to teachers, teaching assistants and HLTAs.
- The English Coordinator undertakes focused observations of the teaching of phonics, reading and writing.
- Written and verbal feedback is provided to all staff and she will discuss findings at year group meetings to identify the areas of strength and those which require improvement.
- All teachers, teaching assistants and Higher Level Teaching Assistants are trained in the delivery of synthetic phonics and regular update meetings are held throughout the year to maintain the high quality of teaching expected.

Appendices



Appendix One- Phonic assessments

Phonic Assessment Record Sheet

Phase 2

NAME

DATE

Highlight the sounds/words children do not get correct.

Phoneme					
s	a	t	p	i	n
m	d	g	o	c	k
ck	e	u	r	h	b
f	ff	l	ll	ss	
Comments/Next Steps					
Blending to read words Real words					
sit	dot	pot	sock	pan	peg
cap	pet	map	dig	kit	run
rip	fun	hop	bell	bag	hiss
Comments/Next Steps					
Non-words Alien words					
og	pid	ret	meck	ab	kem
liss	hin	nub	cag		
Comments/Next Steps					

Phonic Assessment Record Sheet

Phase 3

NAME _____

DATE _____

Highlight the sounds/words children do not get correct.

Phoneme	Alien Words	Mark if incorrect	Real Words	Mark if incorrect
j			jam	
v	veng/vigh		vet	
w	waiber		web	
x	gax		box	
y	yurk		yell	
z,zz	zort		buzz	
qu	quoam		quack	
ch	chee		rich	
sh	hish		fish	
th	thorden		thin	
ng	veng		king	
ai	waiber		sail	
ee	chee		deep	
igh	vigh		tight	
oa	quoam		toad	
oo	koob		zoom	
ar	dar		park	
or	thorden/zort		born	
ur	yurk		hurt	
ow	fowd		town	
oi	doit		join	
ear	kear		year	
air	sair		hair	
ure			pure	
er	waiber		boxer	

Comments/Next Steps:

Phonic Assessment Record Sheet

Phase 4



NAME

DATE

Highlight the sounds/words children do not get correct.

Alien Words	Mark if incorrect	Real Words	Mark if incorrect
plood		hump	
grint		bench	
theest		helper	
dreet		plum	
bamp		bring	
fowsping		floating	
skarb		stand	
shreb		shrink	
spunch		twisting	
kelf			
pronk			
glorpid			

Comments / Next Steps:

Phonic Assessment Record Sheet

Phase 5



NAME

DATE

Highlight the sounds/words children do not get correct.

Phoneme	Alien Words	Mark if incorrect	Real Words	Mark if incorrect
ay	tay		spray	
ou	frou		proud	
ie	nieg		cried	
ea	pleag		treat	
oy	doym		enjoy	
ir	tirv		shirt	
ue	struep		tissue	
aw	lawg		yawn	
wh	whov		white	
au	traup		haunted	
ey	jedey		turkey	
a-e	crale		snake	
e-e	frege		complete	
i-e	prike		prize	
o-e	frope		stone	
u-e	nuler		cube	
ph	daphit		elephant	
ew	glewd		threw	
oe	froep		tomatoes	

Comments/Next Steps:



Phonic Assessment Record Sheet

Phase 6

NAME

DATE

Highlight the sounds/words children do not get correct.

Suffixes	Mark if incorrect	Spelling Rules	Mark if incorrect
bottle		write	
camel		head	
cooker		match	
faster		knee	
happy		fallen	
animal		hatch	
wriggle		piano	
shouting		bread	
hurries		catch	
looking		open	
tried		race	
jumped		tiger	
crying		ocean	
smiling		find	
asked		weather	
pulled			
pretty			
carries			

Comments / Next Steps: