



Frimley Church of England School

Approach to Phonics



Purpose

The purpose of **Phonics** is to give children the building blocks to read and write.

Intent

At Frimley we are passionate about ensuring all children become confident and enthusiastic readers and writers. We believe that phonics provides the foundations of learning to make the development into fluent reading and writing easier. These fundamental skills not only hold the keys to the rest of the curriculum but also have a huge impact on children's self-esteem and independence when accessing the world around them.

We intend our pupils to be able to:

- Recognise, say and write all phonemes within each phase of ELS
- Use their phonic knowledge to blend and segment phonetically decodable words
- Use their phonic knowledge to attempt to read and write more complex words
- Read easily, fluently and with good understanding, age and ability appropriate texts
- Develop the habit of reading widely and often, for both pleasure and information
- Write clearly, accurately and coherently, using phonic knowledge

Implementation

- ELS –initial training episodes for the Phonics Leaders, then disseminated to all staff members, following the E model – Embed, Enact, Enable, Execute, Evaluate, Evolve
- Initial phonics assessment of all children in year 3 and children identified within years 4, 5 and 6 as needing extra phonics support
- ELS structure: Review, Teach, Practise, Apply and Review
- Phonics leaders deliver further phonics interventions across all year groups using ELS lesson plans and workbooks (4 lessons per week)
- Children will be in differentiated groups or 1:1 to ensure progress is made
- All children will have a decodable reading book to match their phonics ability
- All children receiving phonic interventions will have 1:1 reading lessons with LSAs

Impact

In phonics intervention groups you will see and hear:

- Fun and engaging lessons with a quick pace and consistency
- Happy and confident pupils who are able to use phonics to enable them to read and spell
- Independent learners who are able to apply their phonic skills across the curriculum
- Well-resourced phonics walls, activities and support mats
- Confident delivery of lessons by teachers
- Challenge and support provided to all pupils

Children leave Frimley:

- confident in their phonic knowledge; able to blend and segment words independently when reading and spelling and apply this across the wider curriculum

- with a love and enthusiasm for reading and writing

National curriculum expectations:

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

As in key stage 1, however, pupils who are still struggling to decode need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly with their peers.

Phonics Long term plan

	Year 3	Year 4	Year 5	Year 6
Autumn 1	Phonics diagnostic assessments	Phonics taught by specialist phonics teachers as and when needed across the key stage		
Autumn 2	Phonics taught by specialist phonics teachers as and when needed across the key stage			
Spring 1				
Spring 2				
Summer 1				
Summer 2				

What Frimley offers to its pupils (Phonics medium term plans):

	Phase 2	Phase 3	Phase 4	Phase 5
Overview of knowledge	<ul style="list-style-type: none"> • Oral blending • Sounding out and blending with 23 new grapheme /phoneme correspondences (GPCs) • 12 new harder to read and spell (HRS) words 	<ul style="list-style-type: none"> • Oral blending • Sounding out and blending with 29 new GPCs • 32 new HRS words • Revision of Phase 2 	<ul style="list-style-type: none"> • Oral blending • No new GPCs • Review all HRS words • Word structures – cvcc, ccvc, ccvcc, cccvc, cccvcc • Suffixes • Revision of Phase 2 and Phase 3 	<ul style="list-style-type: none"> • Oral blending • 71 new GPCs • 29 new HRS words • Revision of previously taught Phase 5 GPCs • Alternative spellings for previously taught sounds
GPC's (Grapheme Phoneme Correspondence)	/sound/ <written>	/sound/ <written>	/sound/ <written>	/sound/ <written>
Grapheme – written sound	/s/ <s> /a/ <a> /t/ <t> /p/ <p> /i/ <i> /n/ <n> /m/ <m>	/j/ <j> /v/ <v> /w/ <w> /ks/ <x> /y/ <y> /z/ <z> <zz> /kw/ <qu>	Final blends st, nd, mp, nt, ft, sk, lt, lp, lf, lk, pt, xt, Initial blends tr, dr, gr, cr, br, fr, bl, fl, gl pl, cl, sl, sp, st, tw, sm, pr	/ai/ <ay> /ow/ <ou> /igh/ <ie> /ee/ <ea> /oi/ <oy> /ur/ <ir> /(y)oo/ <ue> /or/ <aw> /w/ <wh> /f/ <ph>

Phoneme - single sound	/d/ <d>	/ch/ <ch>	Phase 4:1	/y/oo/ <ew>
	/g/ <g>	/sh/ <sh>	CVCC	/oa/ <oe>
	/o/ <o>	/th/ <th> (voiced and unvoiced)	-ed /ed/	/or/ <au>
	/c/ <c> <k>	/ng/ <ng>	Phase 4:2	/ee/ <ey>
	/k/ <ck>	/nk/ <nk>	CCVC	/ai/ <a-e>
	/e/ <e>	/ai/ <ai>	-ed /t/	/ee/ <e-e>
	/u/ <u>	/ee/ <ee>	Phase 4:3	/igh/ <i-e>
	/r/ <r>	/igh/ <igh>	CCVCC	/oa/ <o-e>
	/s/ <ss>	/oa/ <oa>	-ed /d/	/y/oo/ <u-e>
	/h/ <h>	-es (where there is no change to the root word)	Phase 4:4	/s/ <c>
/b/ 	/oo/ <oo> (book)	CCCVC	/ee/ <y>	
/f/ <f> <ff>	/ar/ <ar>	Phase 4:5	/or/ <al>	
/l/ <l> <ll>	/ur/ <ur>	CCCVCC	/ai/ <a> (acorn)	
	/oo/ <oo> (food)	-er -est	/ai/ <ey> (they)	
	/or/ <or>		/ai/ <ea> (great)	
	/ow/ <ow>		/ai/ <eigh> (weight)	
	/oi/ <oi>		/ar/ <a> (father)	
	/ear/ <ear>		/ee/ <e> (he)	
	/air/ <air>		/igh/ <i> (find)	
	/ure/ <ure>		/igh/ <y> (by)	
	/er/ <er>		/oa/ <o> (go)	
	/oa/ <ow>		/o/ <a> (was)	
			/oo/ <u> (push)	
			/y/+/oo/ <u>(music)	
			/c/ <ch> (school)	
			/sh/ <ch> (chef)	
			/e/ <ea> (head)	
			/ur/ <or> (world)	
			/ur/ <ear> (learn)	
			/oo/ <ou> (soup)	
			/oa/ <ou> (shoulder)	
			/ee/ <ie> (brief)	
			/v/ <ve> (have)	
			/i/ <y> (gym)	
			/air/ <are> (care)	
			/air/ <ere> (there)	
			/air/ <ear> (pear)	
			/ch/ <tch> (catch)	
			/u/ <o>(brother)	
			/j/ <g> (gem)	
			/j/ <ge>(fringe)	
			/j/ <dge> (bridge)	
			/s/ <st> (listen)	
			/s/ <ce> (fence)	
			/s/ <se> (house)	
			/n/ <gn> (sign)	
			/n/ <kn> (knee)	
			/r/ <wr> (wrap)	
			/m/ <mb> (lamb)	
			/z/ <se> (cheese)	
			/z/ <ze> (freeze)	
			/ear/ <eer> (cheer)	
			/ear/ <ere> (here)	

				/sh/ <ti> (patient) /sh/ <ti> -tion (station) /ar/ <al> (half) /or/ <augh> (caught) /sh/ <ssi> (session) /zh/ <si> (vision) /sh/ <ti> -tious (scrumptious) /sh/ <ci> (delicious) -ous -ion -ian
HRS words <i>(Harder to read words)</i>	l, the, no, put, of, is, to, go, into, pull, as, his	he, she, buses, we, me, be, push, was, her, my, you, they, all, are, ball, tall when, what, said, so, have, were, out, like, some, come, there, little, one, do, children, love	Review all Phase 2 and 3 HRS words.	oh, their, people, Mr, Mrs your, ask, should, would, could, asked, house, mouse, water, want, very, lease, once, any, many, again, who, whole, where, two, here, sugar, friend, because
Crucial learning	<p>Terminology</p> <ul style="list-style-type: none"> • <i>Phonic knowledge helps us to read and write</i> • <i>A Grapheme is the way that a sound is written</i> • <i>A Phoneme is the individual sound that a grapheme makes</i> <p>Types of grapheme</p> <ul style="list-style-type: none"> • <i>a digraph is two letters making one sound</i> • <i>a trigraph has three letters making one sound</i> • <i>a quadragraph has four letters making one sound</i> <p>Key Skills</p> <ul style="list-style-type: none"> • <i>Being able to identify a range of graphemes and phonemes</i> • <i>Blending is when you join individual phonemes together to form a whole word</i> • <i>Segmenting is being able to split a word into individual graphemes to spell a word</i> 			
Theology & Vision & Values	<i>References made to the vision and to love, honesty and forgiveness through texts.</i>			