



Alston Lane Catholic Primary School & Nursey

Consistency in the Teaching of Phonics

Scheme of Work

At Alston Lane we have fidelity to Red Rose Letters and Sounds which is a systematic, synthetic phonics planning programme using the Letters and Sounds approach. The programme includes planning from Phase 2 to Phase 5 with specific daily sessions and a very rigorous approach to meet, and exceed, expectations based on the Early Learning Goals and the National Curriculum for Year 1.

Red Rose Letters and Sounds builds on the strong foundations contained within Red Rose Letters and Sounds Communication Language and Literacy, Phonological Awareness - Phase 1 Planning Programme which we use in our Nursery. We also use The Red Rose Spelling Programme to support the teaching, learning and assessment of phonics into spelling in Year 2. This supports fidelity and consistency throughout Year 2, and it meets, and exceeds, the expectations of the National Curriculum for Key Stage One. The Red Rose Spelling Programme is currently being rolled out across Key Stage 2 and it will replace our current spelling scheme – 'Essential Spelling' to ensure we have fidelity and consistency across the whole school.

The intent behind Red Rose Letters and Sounds is to provide a rigorous and thorough planning programme in order to strengthen the teaching and learning of phonics, and ensure children become enthusiastic and successful readers and writers.

Consistency of Teaching

Phonic Terminology

To ensure there is consistency across the school, the following words and definitions have been agreed by all staff and they should be used from the start with children.

Phoneme – the smallest unit of a sound in a word.

Grapheme – the letter or letters, representing a phoneme e.g. t, ai, igh

Digraph – two letters making one sound e.g. sh, ai, ll

Consonant digraph – a digraph which contains two consonants e.g. sh, ck, th, ll

Vowel digraph – a digraph which contains at least one vowel e.g. ai, ee, ar, oy

Trigraph – three letters making one sound e.g. ear, igh, dge

Split digraph – a digraph in which the two letters making the sound are not adjacent e.g. make, like, hole, theme, flute, huge

Four letter phoneme – four letters making one sound e.g. eigh, ough, augh

Blending – the process of recognising the letter sounds in a written word and synthesising (merging) them in the order in which they are written to pronounce the word.

Segmenting – identifying the individual sounds in a spoken word and writing down letters for each sound to form the word.

Enunciation

The following clip demonstrates how phonemes should be articulated clearly and precisely.

[Learn to read with phonics | Oxford Owl](#)

Teaching Methods

We have agreed the following teaching methods so that there is consistency across school for the teaching of phonics:

Oral segmenting

Oral segmenting should be taught using *'phonic fingers'*. Practitioners should model this during whole class, group and one to one sessions. They should also support children to use the hand they do not write with for 'phonic fingers' to support them with real life segmentation for spelling.

Written segmenting

When teaching written segmentation, practitioners should model using their phonic fingers to orally segment and then model choosing the correct graphemes to represent each sound. This should be done initially on a *phoneme frame* but during writing sessions this might not be necessary.

Oral blending

Practitioners will model oral blending by *physically pushing their hands together* whilst saying the word. For real life blending, *sound buttons* will be used to support the children. Practitioners will actively model *'smooth reading'* and encourage children to read each word smoothly after orally segmenting. This will encourage fluency from a very early stage.

Mnemonics

We use mnemonic actions to support children in the early phases of phonics, but this method is reduced as the children become more confident. It is purely used as something for children to 'hang their learning on' during the early stages of their phonetical development. Practitioners will decide if mnemonic actions are appropriate for individuals or cohorts using their professional judgements.

See appendix 1

Handwriting Patter

The Red Rose handwriting patter is used from phase 2 onwards. This allows the children to see the correlation between phoneme and grapheme and supports the development of writing at the same pace as reading.

See appendix 2.

Focus on 'New Learning'

In all phonics sessions, practitioners will put an emphasis on the 'new learning', so pupils are clear what the main objective of the session is. With younger children, 'new learning' will be highlighted by the teacher patting their knees and raising their arms whilst saying 'new learning'. With the older children, the teacher may encourage a drum roll or simply just state the fact that this is the 'new learning'.

Classroom displays will explicitly show the new learning, so that children can refer to it throughout the lesson or during other lessons to scaffold their learning.

Focus on Tricky Words.

In the majority of phonics sessions, there will be a focus on tricky words. Practitioners will explicitly teach tricky words by helping children to spot the parts of the word which cannot be accessed using phonics. To help children spot these words on display or flashcards, they will be marked with 4 stars around the word.