



## **Alston Lane Catholic Primary School & Nursey**

### **Consistency in the Teaching of Phonics**

#### **Scheme of Work**

In Summer 2 of the academic Year 2021/22, we will make the transition to a new systematic, synthetic phonics planning programme called 'Red Rose Letters and Sounds'. This decision has been carefully considered by leaders and it is felt that this programme will meet the needs of the children at Alston Lane and enhance our already good practise for the teaching of phonics using our bespoke planning based on Letters and Sounds. The transition has been carefully planned to ensure standards of teaching and learning in phonics remain high for all children.

#### **The transition**

##### Stage 1

In Summer 1 of the academic Year 2021/22 all classroom-based staff will receive phonics training by Lancashire's Early Literacy Consultant, Clare Cherry to support with their knowledge and understanding of Red Rose Letters and Sounds. After the training, staff will work with the school's subject leader to find the correct starting point for their current cohort to ensure there are no gaps in learning. The progression of Red Rose Letters and Sounds is based on our previous scheme (Letters and Sounds) so this process should be relatively easy.

##### Stage 2

In Summer 2 of the academic Year 2021/22, staff will teach phonics following the Red Rose Letters and Sound Scheme. Following the Literacy Consultant's advice, staff will develop their skills and confidence of games used in the programme over the half term building on them weekly until they are confident they can use them all in the next academic year. In this period, there will be dedicated staff meeting time and a programme of self and peer assessment to help staff develop their skills.

##### Stage 3

Autumn term of the academic Year 2022/23, the Lancashire consultant (Clare Cherry) will return to school to work with staff in classrooms to continue to develop their knowledge and expertise. The subject lead will continue to support staff as part of their Quality Assurance role.

##### Stage 4

The nursery practitioners will support the Lancashire Literacy Scheme to develop phase 1 planning for the Red Rose Letters and Sounds Programme. Until this is developed, the practitioners will continue to work through the Letters and Sounds progression of phase 1 as it has the same trajectory as the new scheme.

During this transition period, the reception cohort 2021/22 will still use the mnemonics and handwriting patter from our bespoke planning based on Letters and Sounds but this will be phased out as they become more confident.

### **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.