

## Whole Class Phonics

Phonics is taught daily in 20-minute sessions following a two-day construct, across EYFS and KS1 following Floppy's Phonics. The formal teaching of phonics begins in the Spring term of Nursery.

Provision is made in Reception for those children who have not attended nursery.

Nursery study stages 1, 1+ & 2

Reception study Stages 1+, 2, 3 & 4 (The first 2 stages tend more to be recaps but depends on cohort needs)

Year 1 recap previous teaching and learn new sounds from phase 5a and b.

Children in Year 2 who did not meet the expected standard in the Y1 Phonics screening check continue to receive phonics teaching and can repeat the screening check. Phonics sessions will continue in the Autumn term to help catch up learning following missing learning time due to Lockdowns.

### Weekly Planning:

Teachers need to plan Phonics using the weekly planning template which needs to be completed prior to the week beginning and saved in the key stage planning folder under Phonics. Planning must show fidelity to Floppy's Phonics and follow the school's agreed programme of study. If a class needs to make amendments to the schools agreed phonics teaching calendar the class teacher must make the phonics lead aware of the changes and reasons for this to ensure full coverage of the teaching program. The focus sound needs to be evident in both planning and activities provided for the children.

### Phonics Sessions:

There are two sessions to support each sound within Stages 1+-3. The first session is intended to Revisit, Teach and practice. Session two is an opportunity for children to apply their phonetical knowledge.

- Session 1 is teacher led & must include use of Floppy's flashcards, interactive sound activities from appropriate Floppy's phonic book (IWB version), finding the correct grapheme to represent the sound being studied in different words. This session should also be used as a Vocabulary Development tool.

This session should follow the following structure:

REVISIT & REVIEW – make sure you show the letter/sound correspondences CODES that you've already taught on the chart so that they know that they are breaking this code to be able to read and write. E.g., show the book that the children will be able to read by the end of this learning, so they don't think it is an endless journey... The teacher's attention is on the children and not the cards.

- Review taught letter/sound correspondences (sounds and graphemes/codes) with the flashcards.
- Choose around 5 which are not secure and re-connect 'ch' as in chick using the I do; you do system of teaching.
- Use the picture to reconnect for sounds which don't have an automatic recall.
- Then review with flashcards (not them all in Y1, Y2 etc, but the ones which need work – up to 15)
- This time...let's get speed using the flashcards – is this automatic?

TEACH – make sure they know why they are learning this code – e.g., so that we can more words by the end of the week... 'Today we are learning a new piece of code for the sound...'

- Say the new sound first without showing the flashcard - /j/ / j/ /j/ JJJ JJJ (sounds closest to speech) (I do, you do) 100% participation is expected at this point.
- Connect the sound with the picture (j is for jug) with the picture on the flash card- explain the picture is to ensure a connection is made.
- Read the sound on the flash card (j ...j is for jug) - make it clear when they are partner sounds (e.g. ee – 2 letters, 1 sound = letter groups to make this code)
- Practice reading the sound and connecting to the picture. E.g., point to sound and children say /j/ and then point to the picture and children say jug – try and catch them out by doing it at speed a couple of times.
- Slot it in your review pile of flashcards and see if they can spot and read it (e.g., point to it)
- ORAL BLENDING = 'This code is used in words like....' Model the oral blending – j u g.... jug j e t...jet j a m...jam –leave time to see if the children can 'JUMP IN' orally blend the sounds to make the words.
- Repeat for all the words on the back of the card.
- BLEDNING FROM PRINT
- Shall we look at some new words? Model how to use reading routine say, 'spot the letter groups, say the sounds, read the word'.
- Where do you notice the new code in these words?
- Use finger to point and sweep.
- LINK TO ALPHABETIC CODE = Point to the code on the alphabetic code chart where it is –/ j/ is the sound and this is the code we are learning today.

- Session 2 must begin with a recap of session 1's sound.
- Teacher models how to READ the sound/code again at the top of the sheet – I do you do....j j j j j is for jug
- Children point to the code and connect with the jug picture.
- Teacher to use grapheme tiles to model word building.
- Can children see the link from the flashcards to the grapheme tiles?
- Model use of the reading finger to point and sweep.
- Repeated practice to secure blending

#### READING ROUTINE:

- Teacher models how to read the words on the worksheet – I do you do using the agreed reading routine
- (look at word, spot the letter group(s), say the sounds, and read the word) build up to word blending at each stage.
- Practice together first and then children do on their own.
- Children practice reading the words on their own repeatedly no stopping.

#### CHILDREN TO DO THREE READS FOR EACH LINE:

1. Using reading routine out loud
2. Reading routine in their head
3. Word reading without overtly sounding out or blending

#### CHECKPOINTS:

- Once children have practised reading routine enough times, teacher stops and models how to tick the sounds they think they know and can read and circle the words sounds or words they can't.
- Children practice again and tick the sounds and words in pencil.
- Teacher 'works the room' assessing and listening by ticking in pen to check above the words or row for older children.
- Children then work in partners to read the words to each other – you do, I do.
- Teacher STOPS after enough practice time reading.
- Progress onto Writing activities – See handwriting section of agreed practices.

When children move into learning Stage 4 & beyond, the structure moves to a 3-session structure, still utilising the key concepts outlined in the previous routine.

- Session 1 must recap prior learning. If you are going to be focussing on alternative ways of writing sounds, then focus on those already taught that make the same sound. Use Floppy's Phonics online pages & cumulative texts and get the children to apply on whiteboards e.g., by writing words, sorting words, or writing dictated captions or sentences.
- Session 2 must introduce the new ways of writing a sound(s) and must follow the same structure of session 1 from stages 1+-3 whereby using the Floppy's Phonics programme to teach. Here, you may use Whiteboards to get children to recognise when to use each alternative sound. Teachers must explain the rules of when to use each alternative grapheme. This is not always explicit, so tips must be shared to support the children.
- Session 3 must contain the recap of the sound(s) introduced in Session 2 as well as completing the appropriate activity worksheet.

Children complete Floppy's Phonics worksheet with teacher support to begin with & children becoming more independent throughout Reception. Additional Floppy's Phonics activities (cumulative text) must be available to deepen knowledge of children who complete initial task with ease.

#### Review Sessions:

Built into our Phonic calendars are review sessions. These prove crucial in the teaching & intervention of class groups. These must still retain fidelity to our Floppy's Phonics schemes. Here, teachers can plan for their class, as these sessions must be used to fill gaps identified through assessment and or Reading. Activities must include:

- Flashcard revision of appropriate phase
- Cumulative text = These need to be displayed & giving out to children to help with their independent Reading & decoding of words.
- Practice & Apply = This can be done through dictating a sentence and or words. Examples of work from Review sessions must be present within the Phonic Journey book.

Teachers may also plan to use or redo activity sheets from the previous phase. A carousel approach can also be used and is recommended to help with fluency of Reading. Activities must link to the sounds that children need to practice and recap. Here children may spend between 3-5 minutes on activities linked to Floppy's Phonics including using cumulative texts and redoing Phonics sheets. This can also be used to support acquisition of key words.

#### Decoding

It is expected that all children will be fluent at decoding by the end of Year 1, with monitoring in place for all children to ensure they are meeting ARE for their age. One way to support this is with the use of sound buttons.

These need to be modelled to the children to help them with their segmenting and blending. Examples follow below:

### Sound buttons:

Used as actions and as written form.

- A dot for a single phoneme
- A line for a digraph or trigraph
- Bridge for split digraph

Stay

Bright

Shine

At Endeavour, we will use:

- A single dot for a single phoneme/sound
- A line for a digraph or trigraph
- Bridge for a split digraph.

This must feature within all Phonics sessions when modelling Writing. It should also be used to help with application within Literacy sessions. Children should not use these dots and lines within their own work, but this is more of a visual tool to support decoding.

### Cumulative Text

One of the greatest tools within Floppy's Phonics are Cumulative Texts. These sentences are progressive and help children to apply Phonics and focus on developing vocabulary. Children need to see and use these within Phonic sessions as part of a plenary. It is expected that staff will create a notebook with the focussed cumulative text and children will then apply what they have learned to read and decode this. Here, staff will use sound buttons and lines to help with the decoding of the words. The children should be encouraged where possible to read the full sentence(s) with fluency to support acquisition of Reading. These cumulative texts must also be used within revision/recap sessions. Here, staff can focus on sounds that children are struggling with and use these to support in closing the gaps. Children can read their own cumulative texts within these sessions (printed copies must be always accessible in Reception & KS1 classes), look for sounds within words or use for key word practice. They also support in development of vocabulary. When using them with children:

Read 1 = children overtly sounding out and blending using reading routine

Read 2 = children to use the reading routine in their heads

Read 3 = children to word read without overtly sounding out and blending

Once children have practised on their own, children to read aloud for fluency to their partners.

### Handwriting

Floppy's Phonics should be used as a steer for developing handwriting. The online page within Oxford Owl has a letter formation activity. This should be used and explicitly taught to children with a focus on where the letter starts and ends. Children need to identify this to begin to write their own letters correctly. Children should practice writing this letter in the air, on each other's back and on the back of their hands to model this formation. This should continue for all sounds from Stage 1+ through to Stage 5, to ensure consistency and accuracy. This can be used as a revision activity when learning later sounds to recap on formation.

Children will then get to practice using the sounds within the worksheet activities. Children should follow the letters on the sheet. Some have arrows to show the direction of the letters, but others do not. Children should be following these letters and teachers must refer to them as examples of well-formed letters. Children will get a chance to practice the letters. There are lines on the worksheet in Stages 1+ to 4 where children can form letters. This must be clearly modelled by the teacher on the IWB during the session. This can also be modelled using letter replication tools that are easily accessed online as well as on whiteboards and or flipchart paper. Consideration must be given to all children, as all will be at different stages of their dexterity and physical development. Some children will not necessarily be able to form all letters accurately at the point of teaching, but it is through teacher knowledge that adjustments can be made. High expectations must be held of all children in these sessions.

Once the sound has been practiced on the sheet and the activity complete, children should then complete a handwriting activity of the new sound(s.) This will be on lines for children and again modelling must be at the

centre of this. These sheets should be kept in a separate book or folder to demonstrate handwriting progress. Children may not move onto these sheets if they are not dextrous enough or needing additional support.

### **Pseudo Words & Key Words:**

Although Floppy's Phonics does not have explicit activities linked to 'tricky key' words and 'alien' words, it is crucial that we teach these. These can be built into Floppy's Phonic sessions e.g., by using the real words from the programme and some alien words created/accessed by yourself. This is notoriously an area where students miss points in the Phonic Screen, so time must be built into the daily timetable but never at the expense of a Phonic session showing fidelity. The same also goes for Tricky Key Words as these are crucial in children achieving ARE within Reception & KS1. Flashcards must be used, and time spent within the timetable using these. This could be at the end of a Floppy's Phonics Session or within an identified slot known as 'tricky word time' for the explicit teaching. This can also be built into Literacy sessions but must be explicit and not at the expense of other learning.

### **Phonics Journeys**

All children in EY & KS1 studying Phonics will have a Phonics Journey Book. These books must be kept to a high standard in terms of quality & presentation. All activity sheets must be stuck in, in teaching order and work must be marked following the school's marking policy. Staff must identify good practice using 'tickled pink' whilst using 'green' to identify next steps. EBIs also need to be present on all work. Books will be sampled on a termly basis.

### **Assessment & Tracking:**

Floppy's phonics tracker must be completed half termly, Pupil Premium children and children leaving EYFS as exceeding in reading must be highlighted on the tracker to check progress is maintained. Completed trackers to be shared with Phonics and English lead.

An initial baseline assessment must be carried out in November and a gap analysis completed to inform revisit sessions the following half term.

Floppy's phonics reading and spelling assessment stage 5 must be completed termly in Y1 as children are ready in reception class.

Practice phonics screening checks must be carried out in February and April. Target children following these assessments to be shared with phonics led and targeted in phonics sessions.

### **Reading Books:**

In EYFS and KS1 the child's individual reading book must match the phonics stage being taught. Children in Y1 must be reading at least Stage 4 unless they have identified SEND. These must be read to the class teacher at least once a week.

### **Learning Environment:**

The environment should support children's independent writing and reflect the sounds they know and current learning. Floppy's phonics Alphabetic code poster and current frieze must be displayed. Ideally this should be in a position where it can be always referred to during the teaching of phonics and by children. This will be dependent on the position of display boards in individual classrooms, but teachers must ensure the current sound frieze is prominent and ensure it is referred to.

### **Vocabulary:**

It is crucial that all staff delivering Phonics share a vocabulary to enable consistency and to support fidelity to the scheme. The vocabulary is identified below:

- Initial Sound – First Sound in a word e.g. 'What is the initial sound?' Can you write the initial sound?'
- Segment = Sound out the word e.g. 'Can you segment that word? 'What sounds can you hear?'
- Blend = Putting the sounds together to read the word 'Can you blend the sounds?'
- Phoneme = Smallest unit of sound e.g., hat has 3 phonemes – H-A—T
- Grapheme = What the sound looks like e.g. Which grapheme will you use in your writing?
- Sound it Out = Teachers to use fingers to count the sounds = How many sounds? Can you segment the words? Children to count out the sounds. Can you blend it? When segmenting, children can use robot arms. To blend, children need to bring hand across neck to symbolise blending.

More information on this can be found in the 'Endeavour Academy Universal Language of Phonics' document.

### **Agreed Practices:**

1. **Weekly planning** must be completed following Floppy's phonics prior to the week beginning. Must follow school's agreed calendar. Must be saved in Phonics folder on shared drive.

2.	<b>Phonics Session 1</b> must adhere to Floppy Phonics planning. Must be teacher led and follow routines within these agreed practices.
3.	<b>Phonics session 2</b> must provide opportunities for children to apply their knowledge and must follow routines outlined within these agreed practices.
4.	<b>Handwriting</b> will be delivered as part of these sessions. Children will have the sounds modelled carefully and teachers must keep high expectations to support the Writing of sounds. Handwriting practice will conclude sessions for those who are ready.
5.	<b>Dots and Dashes</b> can be used when modelling Writing within Phonic sessions to support children decoding words independently. This can also be used to support in Literacy sessions where needed.
6.	<b>Assessment and Tracking</b> must be ongoing. Trackers will be completed half termly and interventions planned to support children off track.
7.	<b>Reading Books</b> will be changed on a weekly basis. Books will match with the correct Phonic stage being taught yet provide challenge.
8.	<b>Cumulative Texts</b> will be used frequently. They will act as a plenary within most sessions, to help children apply new learning. They will be a focus for Revision sessions and will be used in intervention. Copies must be always accessible within the classroom and must follow the 3 read system.
9.	<b>Learning Environment</b> must have the correct frieze for the sounds currently studied on display. If room allows this should ideally be where children can access it independently.
10	When children in EYFS & KS1 are writing teachers must encourage use of <b>phonetical knowledge</b> to predict unknown spellings and in reading to use <b>Phonics</b> to read unfamiliar words.
11	Staff must use <b>Endeavour Academy Universal Language of Phonics</b> document to ensure consistent approach to vocabulary within Phonic sessions.