



Phonics Subject Overview

In order to achieve our whole school intent, we have identified 3 Golden Threads that weave through our curriculum and underpin everything we do. This means that in delivering our curriculum we are embedding our school **Christian Values**, developing **knowledge and skills** progressively over time with an ambitious and aspiring curriculum whilst immersing our children in **language rich** teaching.



Intent

At Forest & Sandridge C.E. Primary School, our curriculum intent is to give children the skills to decode words in order to be able to read fluently. Our phonic teaching and learning to focus on skills and knowledge which have been planned and taught in a progressive and sequential, following the validated SSP, Rising Stars Rocket Phonics. Our aim is to ensure every child has reading fluency, comprehension and is able to apply their phonic skills in their spelling. We also strive to encourage confidence and enjoyment of reading by giving children opportunities and experiences that promote this. Phonic opportunities are also built into learning across the curriculum.

Implementation

Our whole curriculum is shaped by our school vision which aims to enable all children, regardless of background, ability, additional needs, and to flourish to become the very best version of themselves they can possibly be.

Knowledge and skills – based driver: In EY and Y1, children are taught 5 phonic lessons a week. The aim is that all children are able to read fluently, able to comprehend the text they are reading and can apply their phonics into their spelling. Each lesson has either a blending, segmenting or common exception word focus to ensure children have the time embed the learning taking place. Rocket Phonics teaches **one letter-sound** correspondence over two days. We use the weekly plan to provide our long term overview, and the daily plans to teach from. The plans provided helps non-specialist teachers and TAs to deliver good quality lessons with confidence; although training opportunities are provided regularly. Rocket Phonics, ensures that GPCs and tricky words are taught in a progressive order. By using the rising stars reading books we can ensure children are given appropriate texts in which to apply the skills they have learned in phonics lessons.

Language-rich Driver: Words and sentences used within lessons are of age appropriate or above. This exposes children to a wide range of vocabulary that they are able to use across the curriculum. Sentence dictations are of a high level. Time is given within lessons to discuss meanings of any new vocabulary.

Christian Values: Our Christian vision - *“For I know the plans I have for you,” says the Lord... “Plans to give you hope and a future”* Jeremiah 29:11- underpins every aspect of our curriculum. Our phonics provision aims to equip pupils with skills they will need to grow and flourish as young readers.

Planning

Rocket Phonics teaches **one letter-sound** correspondence over two days. We use the weekly plan to provide our long term overview, and the daily plans to teach from. In correspondence with Rocket Phonics we have agreed that if there are words suggested that are not appropriate for our particular cohorts we are able to adapt where necessary. Teachers will need to refer to both the weekly plan and daily plan before teaching the phonics lesson in order to get the resources needed, highlight the key parts of the lesson and make any adaptations necessary for their class.

WEEK 1				
Day	Teaching focus	Resources	Example words and sentences	Additional teaching points
Monday	Introduce /r/ as a blending practice	<ul style="list-style-type: none"> Flash cards 1-6 1000 Big Book 1 Episode 1, Spelling pages 1-3 Pupil Practice Booklet 1, page 2 	Phonetic awareness: cat, snake, space, sand, sandwich, sun, sky, surfboard, sunglasses, car Sun sat on a nap.	<ul style="list-style-type: none"> Remember you can use the digital keyboard cards, with the 1000 Big Book, as well as your physical boards.
Tuesday	/r/ as a Segueing practice	<ul style="list-style-type: none"> Flash cards 1-6 1000 Big Book 1 Episode 1, Spelling pages 1-3 Pupil Practice Booklet 1, page 3 	Phonetic awareness: car, sat, sand, pine, pine, sat, snake, sock	<ul style="list-style-type: none"> Letter r is commonly pronounced as /r/ or the end of words (e.g. car, sat, the last part of the end of many plural words (e.g. bags, hats, pages).
Wednesday	Introduce /s/ as a blending practice	<ul style="list-style-type: none"> Flash cards 1-6 1000 Big Book 1 Episode 1, Spelling pages 4-5 Pupil Practice Booklet 1, page 4 	Phonetic awareness: car, apple, village, cat, sun, apple An sat on a top.	<ul style="list-style-type: none"> Some people pronounce letter s in some words as if it were /z/, e.g. path, bath, stress, glass.
Thursday	/s/ as a Segueing practice	<ul style="list-style-type: none"> Flash cards 1-6 1000 Big Book 1 Episode 1, Spelling pages 4-5 Pupil Practice Booklet 1, page 5 	Phonetic awareness: sat, sat, top, jam, ring, village, apple	<ul style="list-style-type: none"> For wider reading of letter s teach: To the short vowel sound /s/ that, if it is not covered right then try the long vowel /z/ sound.
Friday	Consolidate /s/ as a	<ul style="list-style-type: none"> Flash cards 1-6 1000 Big Book 1 Episode 1, Spelling pages 1-5 1000 Big Book 1 Episode 1, Spelling pages 1-5 1000 Big Book 1 Episode 1, Spelling pages 1-5 Pupil Practice Booklet 1, page 20 	Phonetic awareness: sat, sat, sun, ring, pine, sit, top, sky, apple, sun, snake, rocks, sky Sun and sat sat in the sand.	

WEEK 1 Lesson 1

BLENDING FOCUS
/r/ as

SESSION AIMS

- To know that when we see the letter r in some words, we say /r/
- To feel the letter r and say the sound /r/
- To identify the sound /r/ within spoken words

RESOURCES

- Flashcards 1-6
- 1000 Big Book 1, pages 1-3
- Pupil Practice Booklet 1, page 2

REVISIT AND REVIEW

- Many children will have been exposed to a variety of letter-sound correspondences during their nursery phonics provision. Use Resources 1 & 2 in page 2 as a knowledge and an aid for children that require speech and challenges.
- Tip: Make sure that all children can see each card clearly that they are pointing out that your fingers do not cover the graphemes or pictures.
- Tip: Clarify to children as they say the words. If they hesitate, model how to say the sound and ask them to repeat it.

TEACH

- Show children Resource 1. Point to the grapheme and say: This is /r/ as in sun. Hold it in the cup and ask children that we might see a capital letter used at the beginning of a word or at the start of a sentence. Turn the card over and model how to blend the word sat. Ask children to tell you where in the word the /r/ sound appears and the beginning, middle or end.
- Use Big Book 1 Episode 1 Spelling pages to introduce the new letter-sound correspondence.

Pupil Practice Booklet content and answers

1. Read and write	cat, sun, ring, pine, sit, top, sky, apple, sun, snake, rocks, sky
2. Complete words	sun, sat, top, sky, apple, sun, snake, rocks, sky
3. Punctuation	sat, sun, ring, pine, sit, top, sky, apple, sun, snake, rocks, sky
4. Phonics	sat, sun, ring, pine, sit, top, sky, apple, sun, snake, rocks, sky

PUPIL PRACTICE AND APPLICATION

- Children use Pupil Practice Booklet 1, page 2 to practise pre-blending skills using a set of /r/ blending on phonics awareness and grapheme knowledge.
- Tip: Check children through the sections on the Pupil Practice Booklet page with support and a focus on reading. Children will access the content of their own level.
- Tip: Copy lots of practice, putting ticks and using faces on the page to acknowledge children saying the words, spelling the graphemes, and naming pictures that contain r.
- Tip: Clearly encourage children to participate whenever you are on the way beginning stages of establishing a routine for core phonics practice.

Impact- How do our Golden Threads work within this subject?

Children enjoy phonic lessons. The routines and expectations are embedded in EY, Y1 and Y2. Progress can be seen through the summative assessments that take place half termly in EY and Y1. Historically, year 1 phonic screening results are in line with or above national average. By the end of year 2, more children are fluent readers than in previous years.

Christian Values: Our Christian vision - *“For I know the plans I have for you,” says the Lord... “Plans to give you hope and a future”* Jeremiah 29:11- underpins every aspect of our curriculum. Our phonics provision aims to equip pupils with skills they will need to grow and flourish in the future. Our phonics provision offers a gateway in which pupils can thrive in the years to come. The teaching of Phonics is inclusive and adapted to meet the personalised needs of all children including those with SEND, English as an additional language and those who are disadvantaged.

Knowledge and skills: Through our consistent and evolving approach to systematic Phonics, our children will become fluent readers by the end of Key Stage One. Children are able to read fluently, able to comprehend the text they are reading and can apply their phonics into their spelling.

Language-rich: Through the use of a broad range of vocabulary, quality teaching and modelling and in the moment feedback we ensure that children master the necessary sounds, keywords and reading skills to achieve the age-related benchmarks at appropriately mapped out time points according to Rising Stars. We also aim for our children to be confident and motivated readers at the stage of learning that they are at.

Scaffolding/supporting SEND/lowest 20%: What do we do and how does this look?

Teachers try to identify potential barriers at the planning stage. In their planning, they consider ways of minimising or reducing those barriers. During lessons, support is given to children to enable them to access the learning. Interventions take place to address any gaps the children have.

“For I know the plans I have for you,” says the Lord... “Plans to give you hope and a future” Jeremiah 29:11

Nurture, Grow, Flourish.

Lesson design:

- Revisit and review sounds that have been previously taught.
- Introducing the new sound flashcard.
- Reading through a page of the big book.
- Modelling the sound in words, generating word banks.
- Children apply new skills and practice in their booklets.
- Teachers go through answers.

Environment

- Key vocabulary displayed on the board so children can use correct terminology in their discussions.
- Flexible seating options in case children need to move during the lesson.

Resources

- Rocket phonics planning
- Flash cards
- Peer support
- Big teaching books
- Pupil practice booklets.

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