

Springdale Phonics



*A comprehensive handbook to guide staff
and stakeholders through the
approach to...*

Imagin Springdale Fi

Springdale Phonics
with children for
best practice and
understand

This document will
implement the

1. Our 1

- 1a. Whi
- 1b. A Sy
- 1c. A Co

2. Our Im

- 2a. Structu
- 2b. Our App
- 2c. Program
- 2d. Making i
- 2e. Common
- 2f. Learn to R

3. Measuring



Phonics Information Evening



October 2026

Aims



- To know what phonics is
- To know how we teach phonics at Springdale
- To know how our Learn to Read books link to phonics
- To know how you can support at home

Aim #1



To know what
phonics is

High Priority

A vital element of being able to read fluently and proficiently is the early and successful teaching of phonics

Guidance

Validation of systematic synthetic phonics programmes: supporting documentation

Updated 1 April 2021

Bold beginnings:

The Reception curriculum in a sample of good and outstanding primary schools



The reading framework

Evidence shows teaching phonics is the best way to teach children to read words

Guidance

Education inspection framework

Updated 14 July 2023

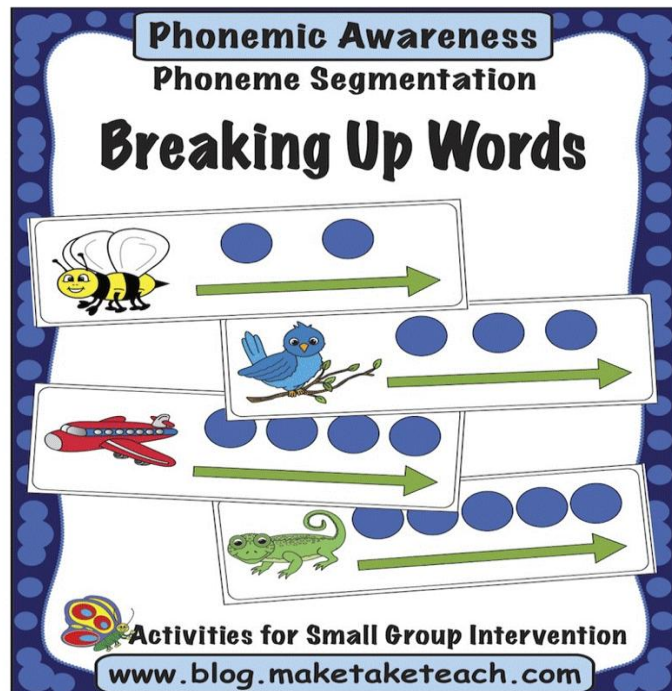
What is phonics?

Phonics is the link between letters and the sounds they make.

Skills of segmenting and blending

+

Knowledge of the alphabetic code



Terminology

Sound button?

Digraph?

Phoneme?



Trigraph?

Grapheme?

Blending?

Phoneme

Phonemes are the smallest unit of speech - sounds which make up a word.

cat



trap



chart



If you change a phoneme within a word, you can change the meaning.

Grapheme

The written representation of the phoneme – the letters

s tt ch ee igh

Digraph

2 letters that make 1 sound/phoneme

ch ss ai sh oo

chop

sail

shampoo

Trigraph

3 letters that make 1 sound/phoneme

igh

air

ear

high

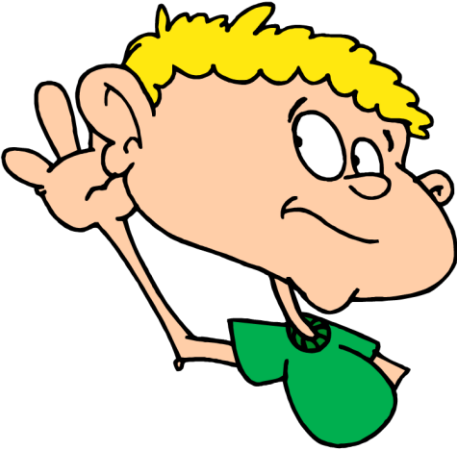
chair

clear



Oral Blending

Hearing a series of spoken sounds and merging (blending) them together to make a spoken word
– no text is used.



c-a-t

CH



Blending

The process of recognising letters in a word and putting individual sounds back together to read a word.

Decode it

shop

CH

Blend it back together

shop

Understand it



Sound Buttons

A strategy to support with blending. Dots and lines are added under letters to help readers identify the sounds within a word.

cat



trap



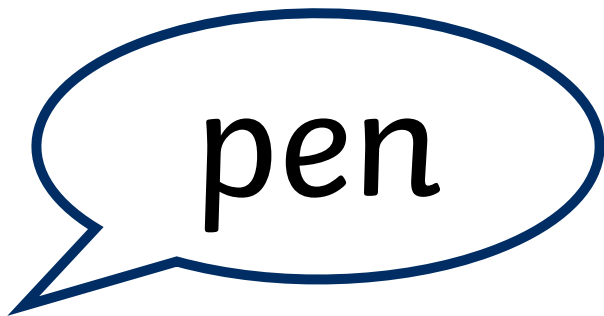
chart



Oral Segmenting

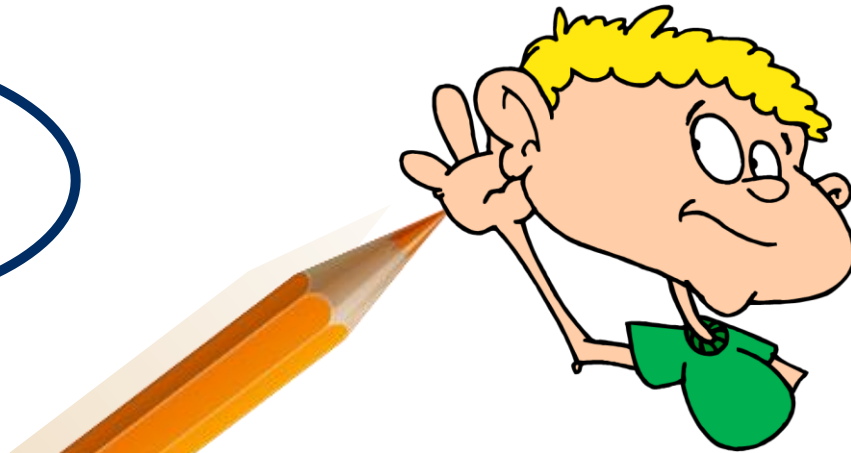
The process of breaking up spoken words into sounds to support with spelling.

Say it

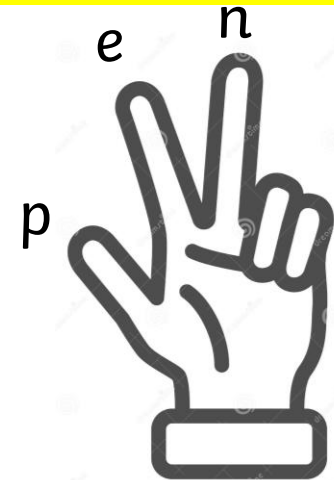


CH

Hear the sounds in order



Track the sounds



Segmenting

The process of breaking down words into sounds and recording the corresponding graphemes/letters.

Track the sounds

Record the graphemes



pen

Phoneme Fingers

A strategy to support spelling where words are broken down into sounds and tracked on fingers.

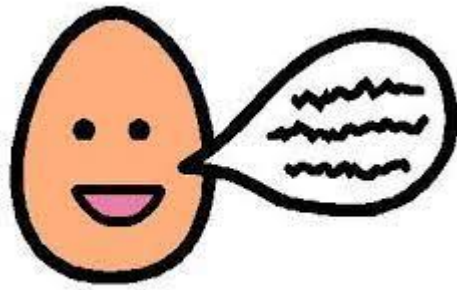
Say it



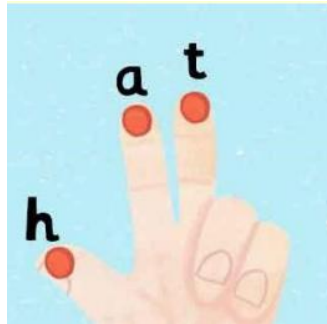
Track the sounds



This is how we segment/spell!



1. Say the word



2. Sound it out on our phoneme fingers



3. Write each grapheme in order

Top Tip

Use your sound mat to help you!

Phase 3 Sound Mat

j	v	w	x	y	Tricky Words he she we me be was put you they all are my
z	qu	ch	sh	th	
zz	ng	nk	ai	ee	
th	igh	oa	oo	ar	
or	ur	ow	oi	ear	
air	ure				

Aim #2



To know how we teach
phonics at Springdale

Our Approach

Our Intent

At Springdale First School, we value reading as a key life skill and are dedicated to enabling our pupils to become lifelong readers.

To best prepare them for their reading journeys, we give a high priority to the teaching of phonics.

Reading is the key to our young learner's future and so we are relentless in ensuring they receive high quality phonics teaching.



Springdale Phonics



A comprehensive handbook to guide staff and stakeholders through the Springdale approach to planning, delivering, and assessing phonics.



Springdale Phonics is a fully comprehensive, synthetic phonics teaching programme designed to be used with children from Reception to Year 2. It is created specifically for our children, using our knowledge of best practice and the most up-to-date phonics guidance. The programme builds and develops the skills and understanding children need to become effective, independent readers and writers.

This document will outline our intent for the programme, the methods we have chosen to deliver and implement this effectively and the measures by which we assess and maintain a high impact.

1. Our Intent

- 1a. What is Synthetic Phonics?
- 1b. A Systematic Approach
- 1c. A Consistent, Collaborative Effort

2. Our Implementation

- 2a. Structure of a Phonics Lesson
- 2b. Our Approach to Blending and Segmenting
- 2c. Programme Overview
- 2d. Making it Stick
- 2e. Common Exception Words - Tricky Words
- 2f. Learn to Read

3. Measuring the Impact

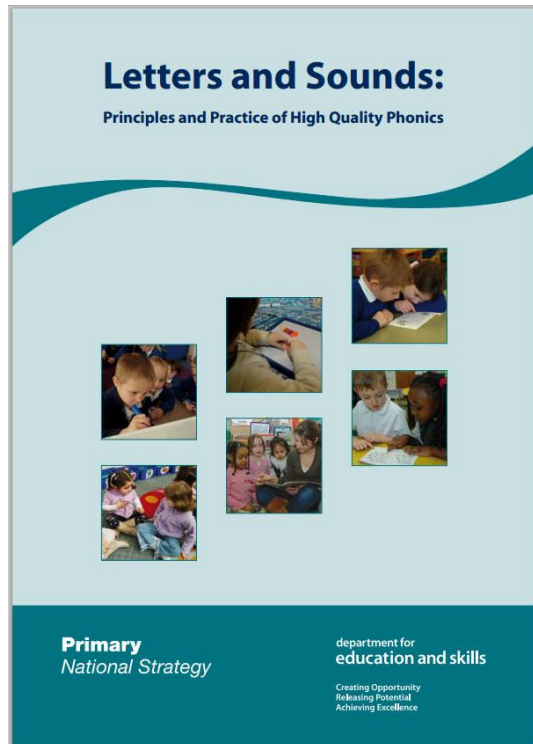
- 3a. Assessing Springdale Phonics
- 3b. Springdale Phonics Intervention Programme
- 3c. Ongoing Training

Our Approach

Our approach is a complete systematic synthetic phonics programme (SSP) developed by our school for our learners.

Based on the original Letters and Sounds, but extensively revised to provide a complete teaching programme meeting all the expectations of the National Curriculum.

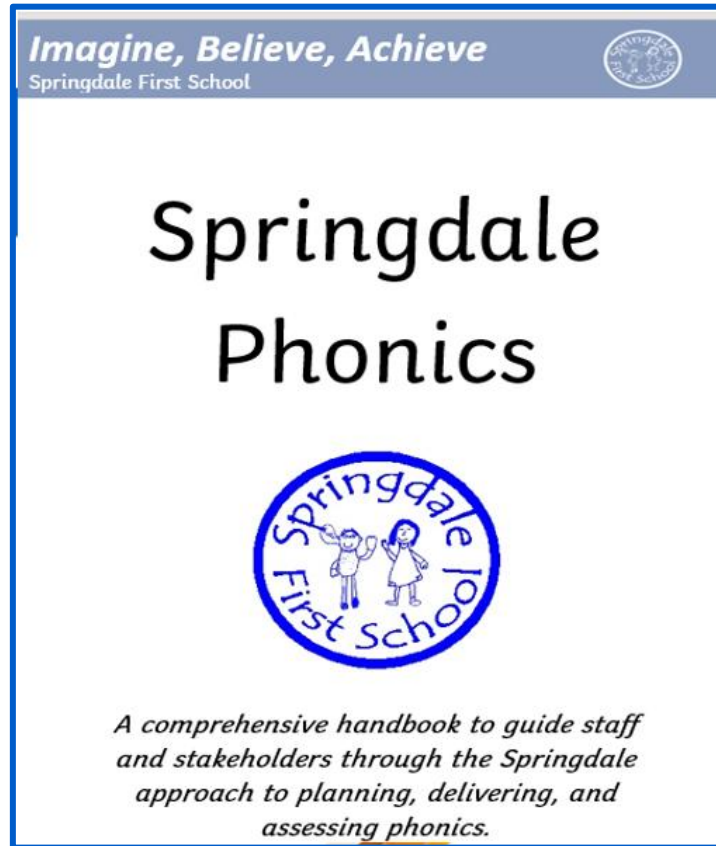
To support children to recall their graphemes and embed them in their long-term memory, we use Jolly Phonics as a supplementary resource to offer a more multisensory approach.



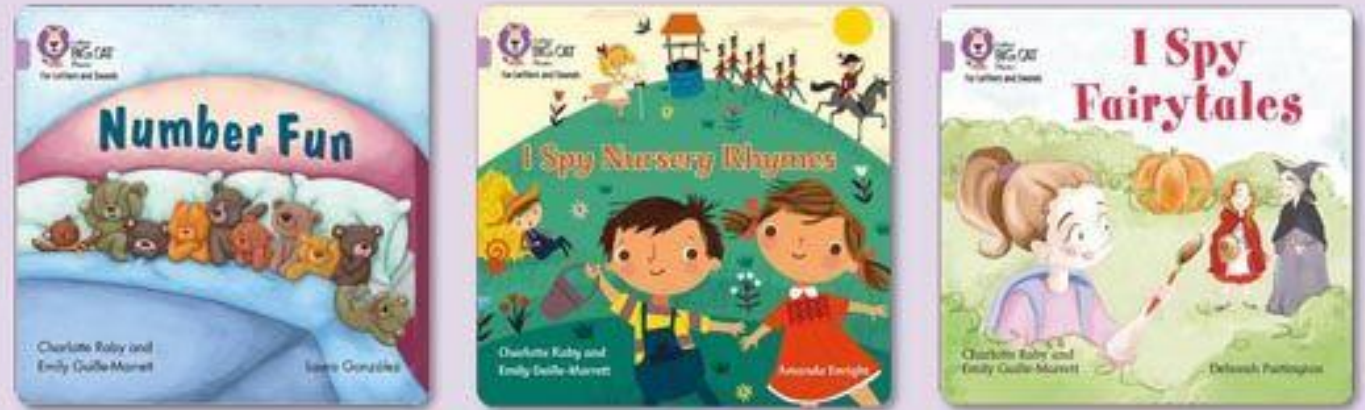
Our Approach

A cohesive policy and Catch-Up Programme has been created to ensure our approach is transparent and consistent.

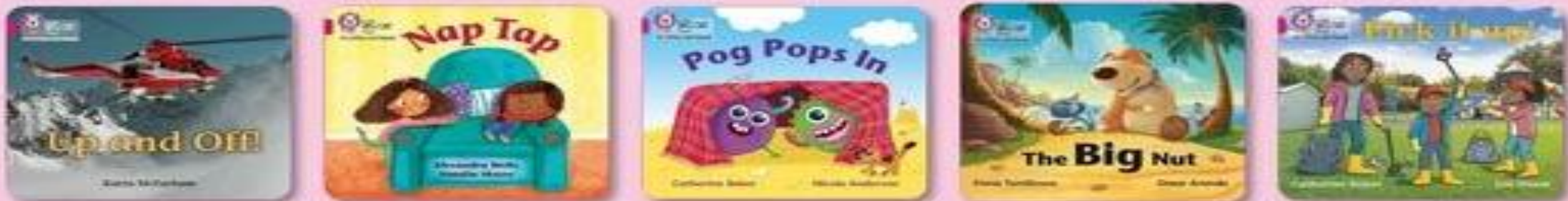
By following one scheme as a whole school, we can establish a progressive, consistent phonics curriculum where children progress and succeed.



Our Approach



Our Phonics Programme is driven by our Learn to Read Books – the order of sounds taught and tricky words covered matches exactly to the Big Cat Collins Books.



Sequential Approach

Phonics is to be taught rapidly as soon as children start school. We have mapped out when sounds should be taught at each point in the year.

Springdale Phonics



Reception Overview

Phonics Overview

Reception

Autumn 1

Phase 2 Graphemes		Tricky Words	High Frequency Words
The first 2 weeks of September, the children will be attending school on a part time basis. During this time, they will be completing baseline assessments and consolidating Phase 1.		i, to, no, go, the, into, a, is, has, his, as, of (two per week)	an, at, if, in, it, off, on, can
PHASE 1			
Week 1	Environmental sounds, Instrumental sounds and body sounds		
Week 2	Rhythm and Rhyme and Oral blending		
Phase 1 Skills continue to be taught alongside phase 2 sounds. Activities and games are implemented from phase 1 whilst learning phase 2 phonemes.			
PHASE 2			
Week 2 (from 14.9.22)	Set 1	s, a	
Week 3	Set 1/2	t, p, i, n	
Week 4	Set 2/3	m, d, g, o	
Week 5	Set 3/4	c, k, ck, e	
Week 6	Set 4/5	u, r, h, b	
Week 7	Set 5	f, ff, l, ll, ss	
*ASSESSMENT WEEK			

Phonic knowledge

- To practise orally blending and segmenting words.
- To recognise 23 graphemes in isolation and begin to see them in words
- To practise blending (for reading) some VC (vowel, consonant) and CVC (vowel, consonant, vowel) words, using letters from sets 1-5, e.g. at, sat, man, back.
- To practise segmenting (for spelling) words, using letters from sets 1-5, e.g. an, pin, rag, huff.
- To practise reading two syllable words e.g. sunset.
- To practise reading simple captions e.g. cat on a mat
- To practise reading words with double consonant digraphs.

Vocabulary

Sound	Letter	Phoneme	Grapheme
Word	Caption	Tricky Word	Digraph
Blending	Segmenting	Sound Button	Phoneme Finger
Phoneme Frame	Sound Mat	Rhyme	Sound Talk

PHASE 1

This phase concentrates on developing children's speaking and listening skills, with an emphasis on getting children attuned to the sounds around them and developing their oral blending and segmenting skills. Although, no letter sounds are taught within this phase it is crucial to future success in acquiring letters and sounds and consequently being able to read.

There are seven aspects within phase 1:

- General sound discrimination – environmental sounds
- General sound discrimination - instrumental sounds
- General sound discrimination – body percussion
- Rhythm and rhyme
- Alliteration
- Voice sounds
- Oral blending and segmenting



Children who can listen and identify initial, medial and final sounds will be able to successfully blend the sounds to read words.

PHASE 2

EYFS children will learn the first 18 letter sounds from Phase 2 in manageable groups. They will move on from oral blending and segmentation to blending and segmenting with letters.

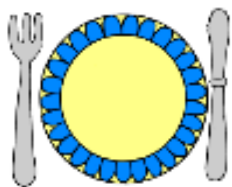
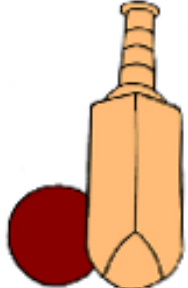
Discrete, daily phonics sessions take place promptly from week 2 of the children starting school in Reception. We aim to have taught all phase 2 content by October half term.

- *Many children will be able to read some vowel-consonant (VC) words (eg. it in is at)
- *Some can read consonant-vowel-consonant (CVC) words (eg cat dog pin).
- *Spell these words either using magnetic letters or by writing the letters on paper or on whiteboards.
- *Begin to read two-syllable words and simple captions.
- *Practise reading words with double consonants and will learn to read some common exception 'tricky' words.

Focus on producing pure sounds – no schwa on the end of words which can impact blending

Phase 2 Sound Mat

<https://www.dailymotion.com/video/x2wpdvv>

 s ss	 a	 t	 p	 i	 Tricky Words the I is as of to go no into his has
 n	 m	 d	 g	 o	
 ck k	 e	 u	 r	 h	
 b	 f ff	 l ll			

Phase 2 – Set 1

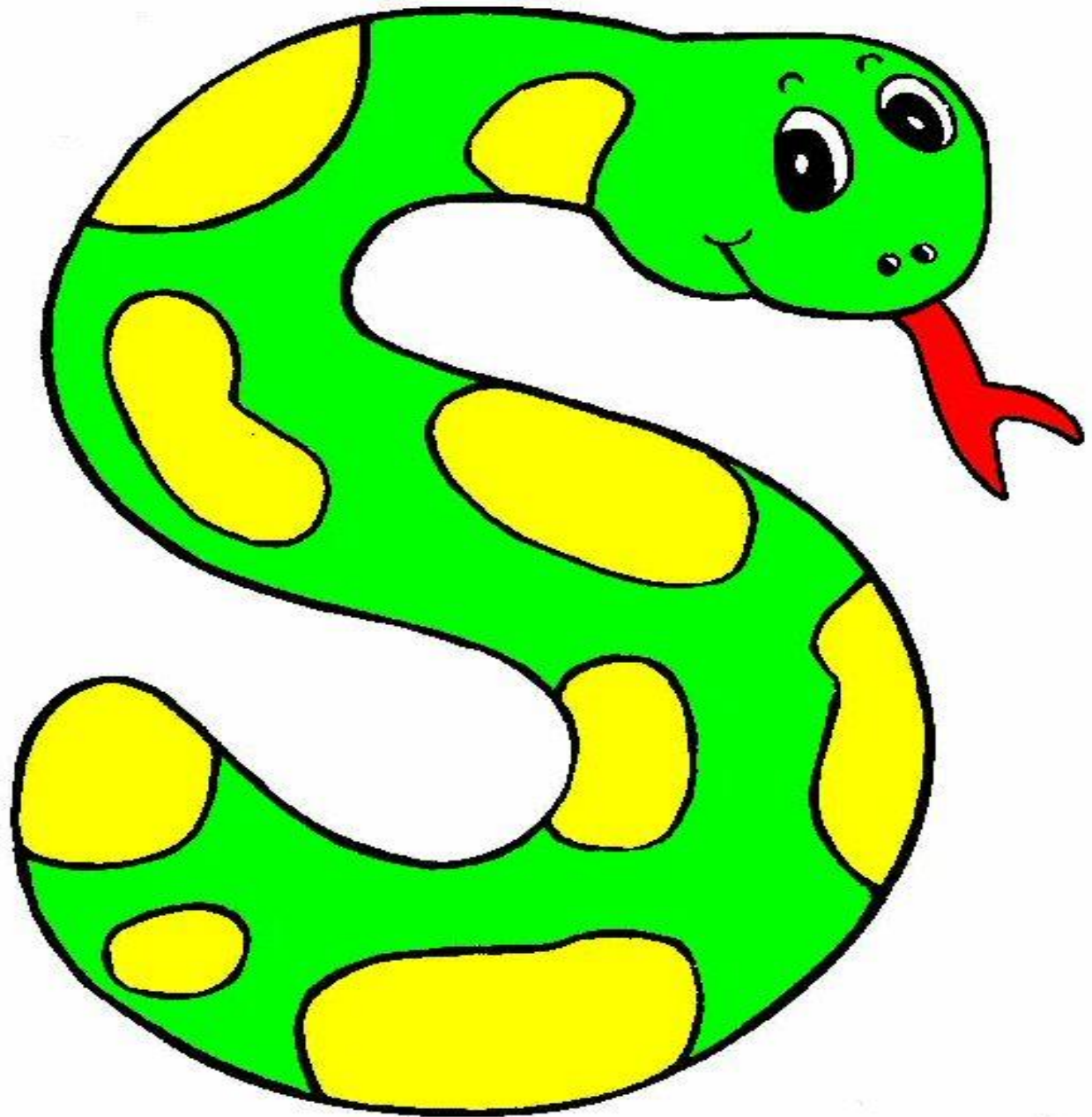
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Phase 2 – Set 5

Ss

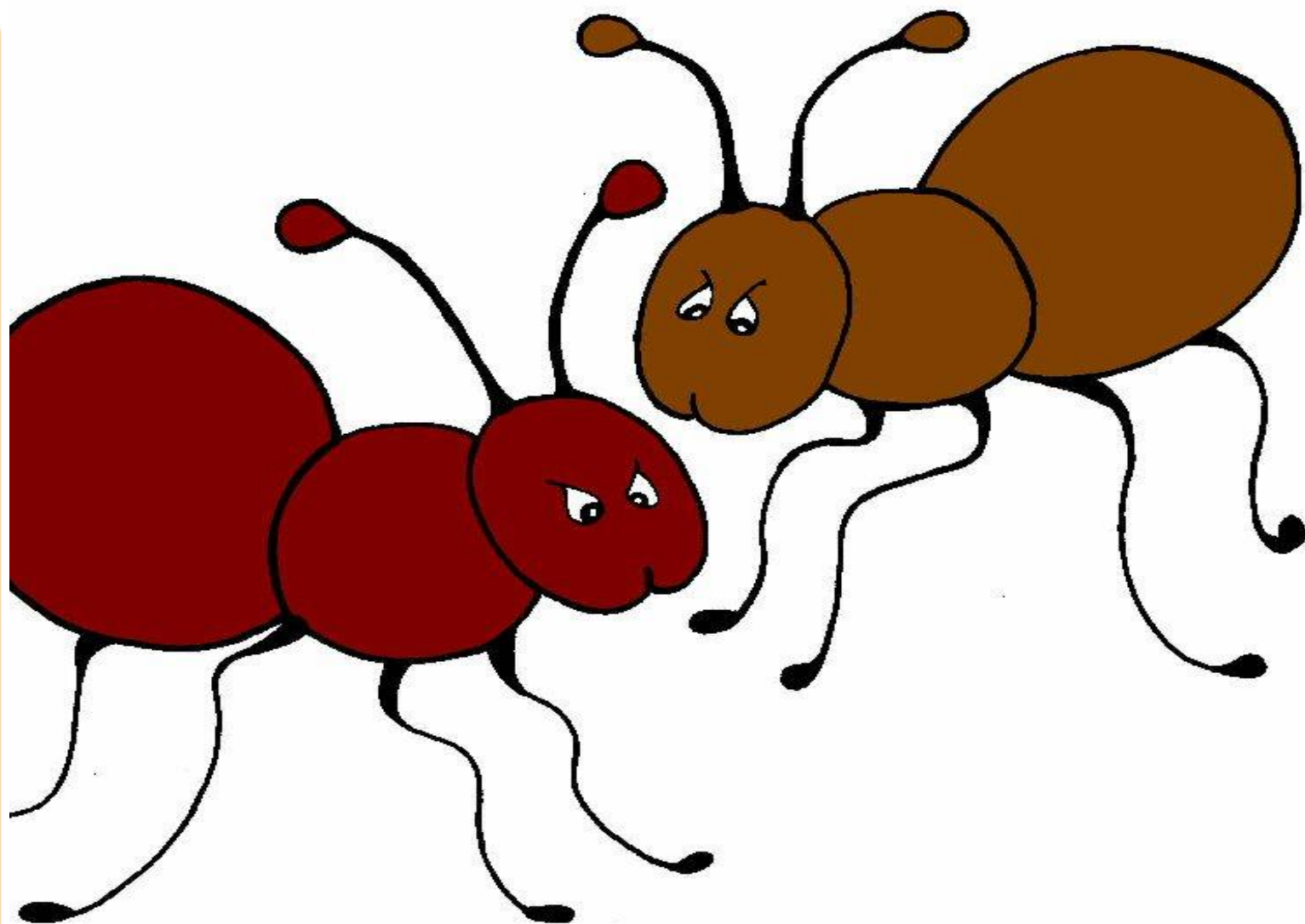
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Phase 2 – Set 1

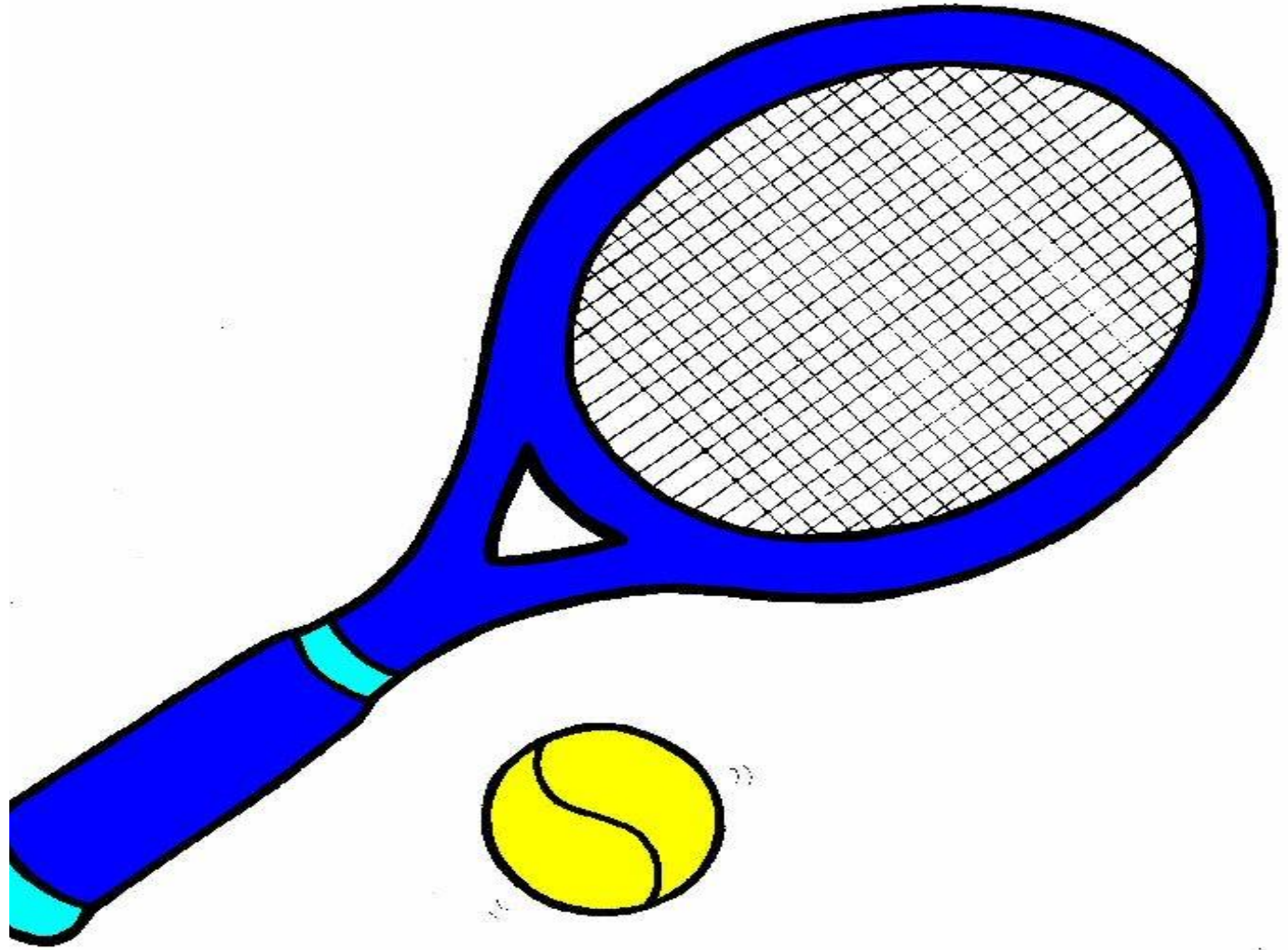
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Phase 2 – Set 1

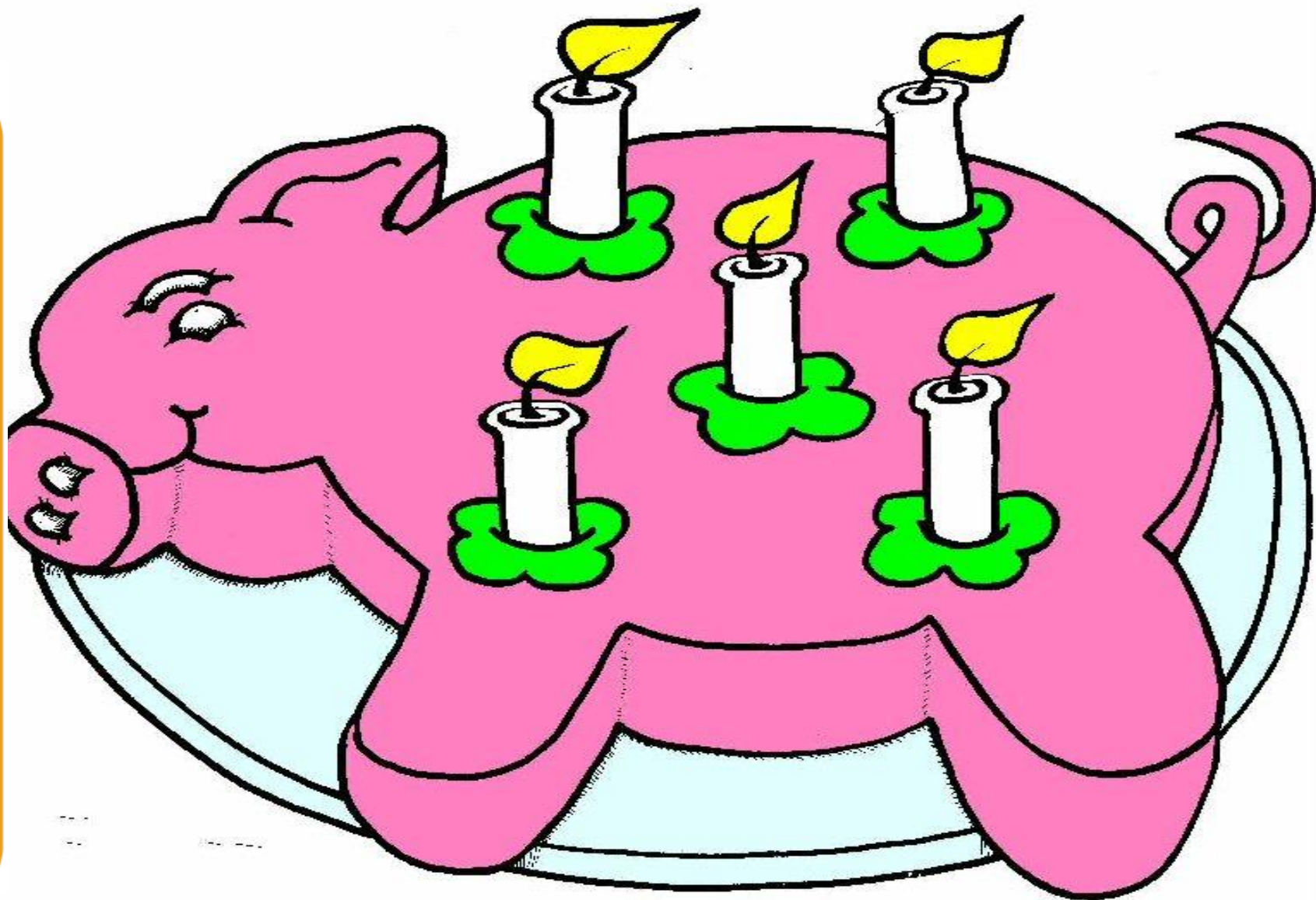
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Phase 2 – Set 1

p

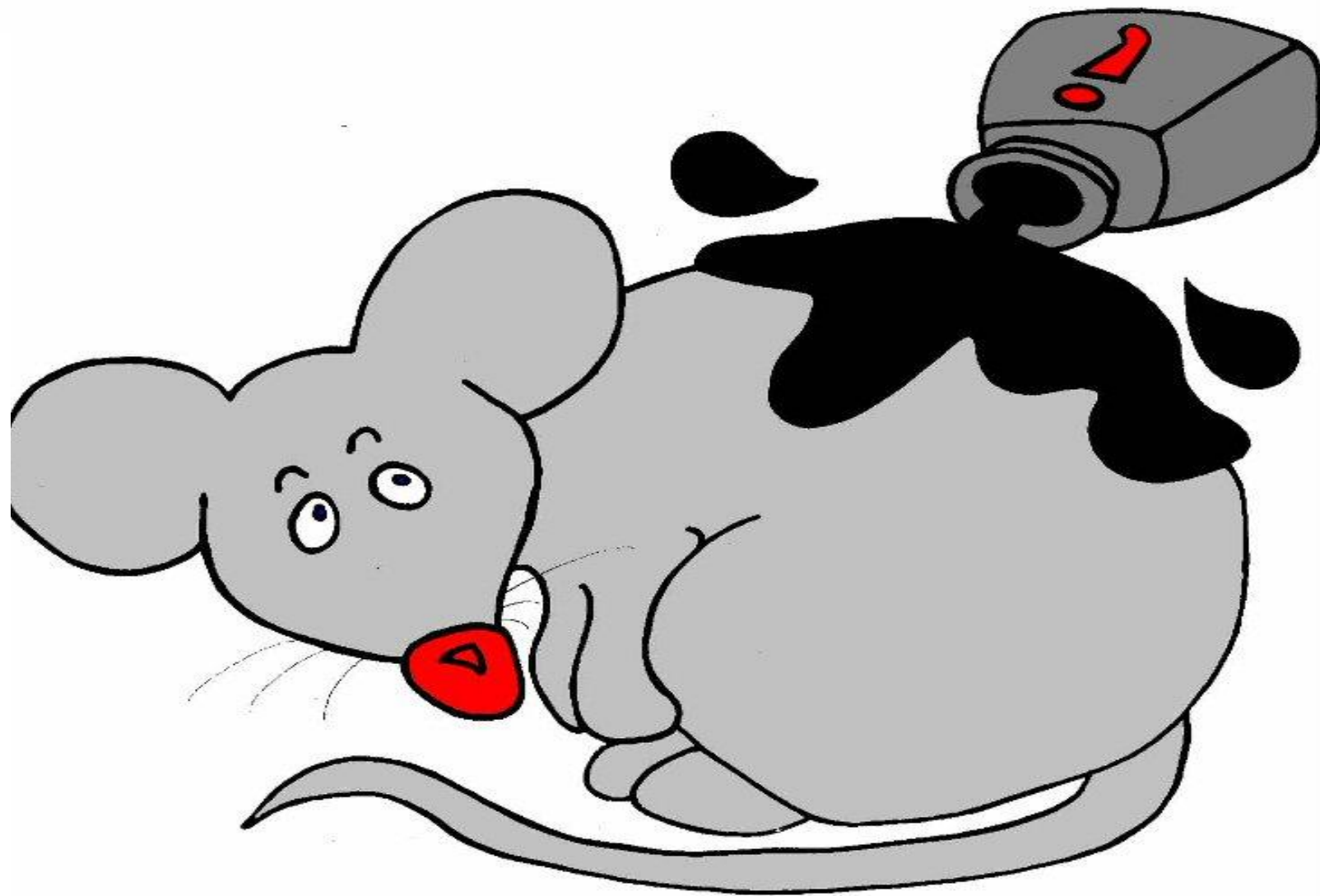
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Phase 2 – Set 2

i

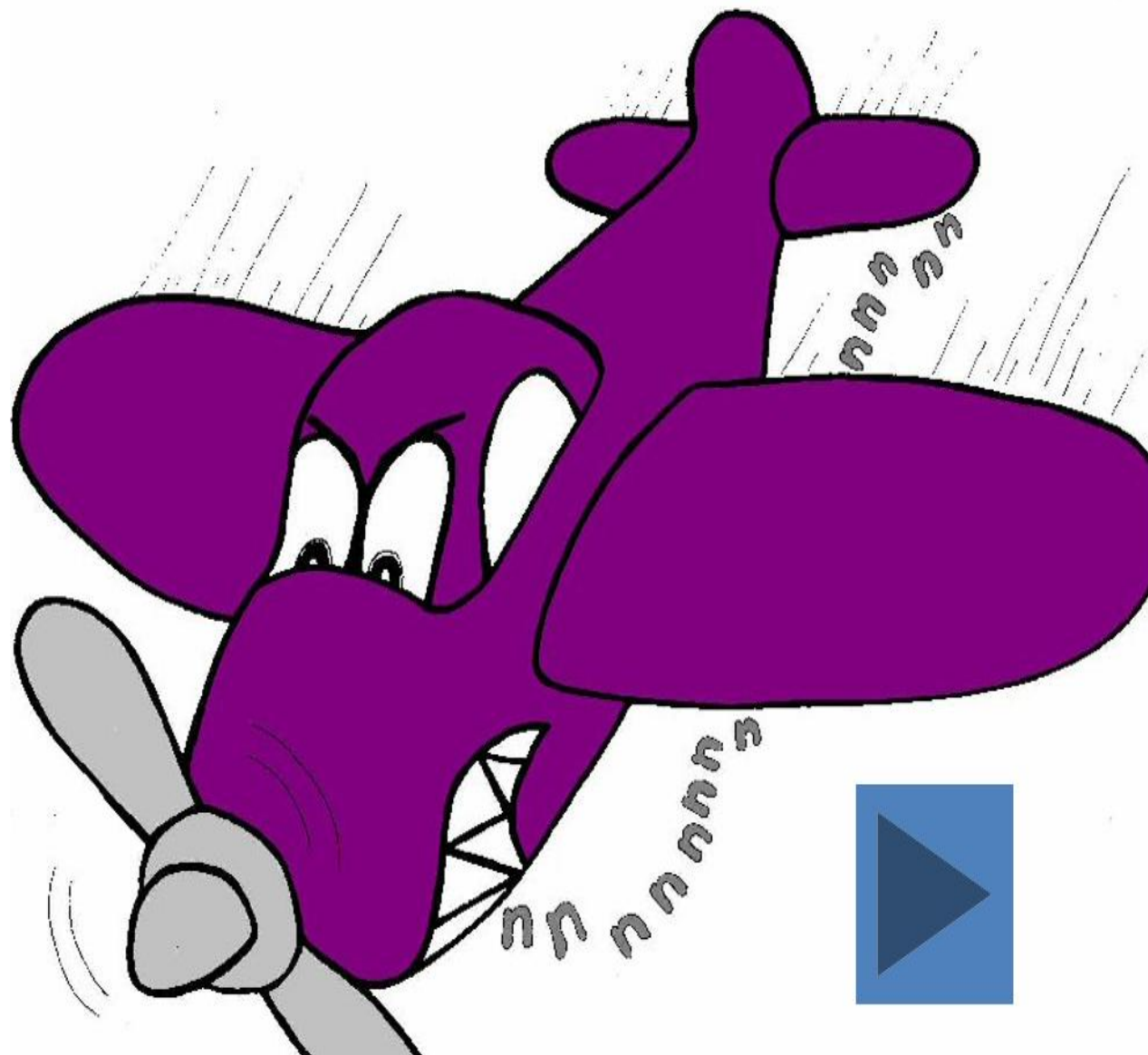
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Phase 2 – Set 2

n

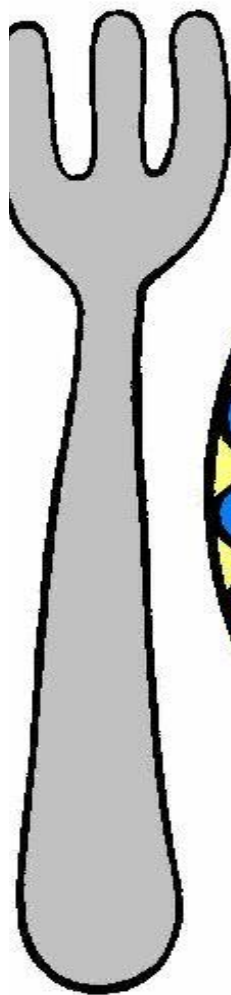
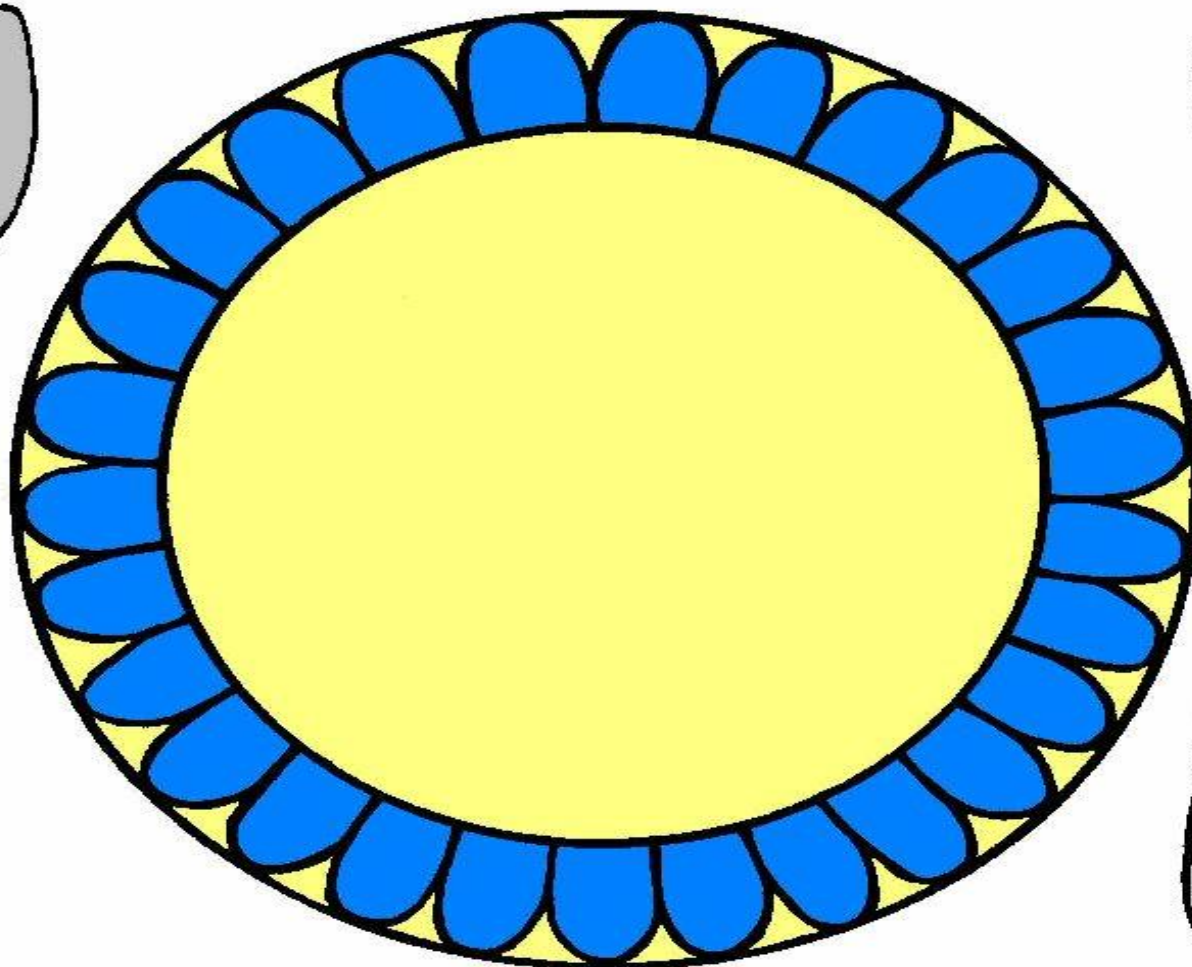
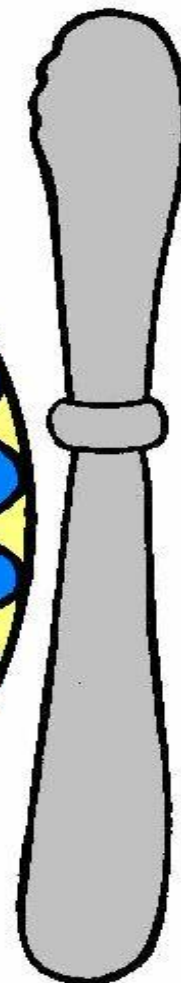
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Phase 2 – Set 2

m

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Phase 2 – Set 2

d

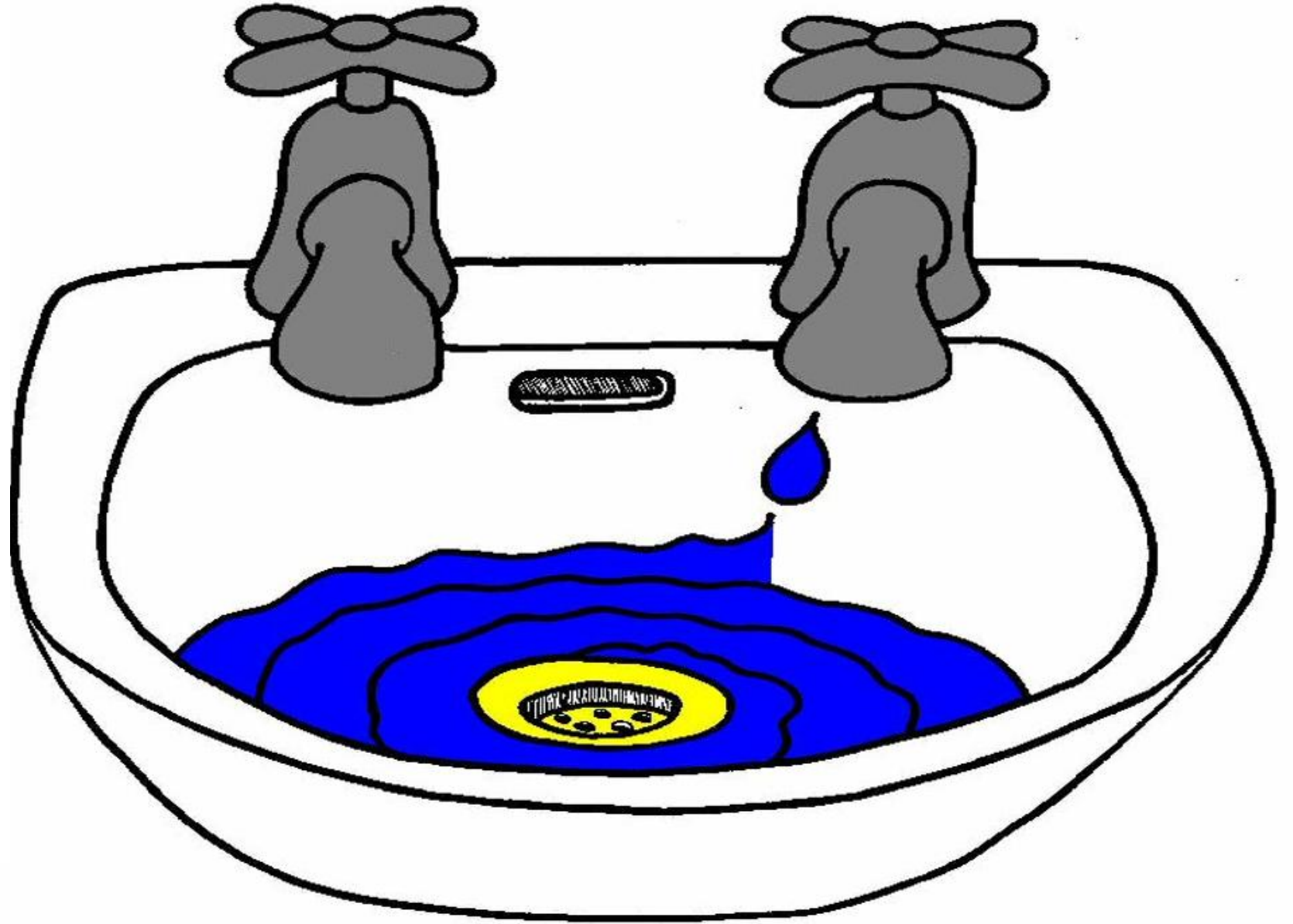
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Phase 2 – Set 3

g

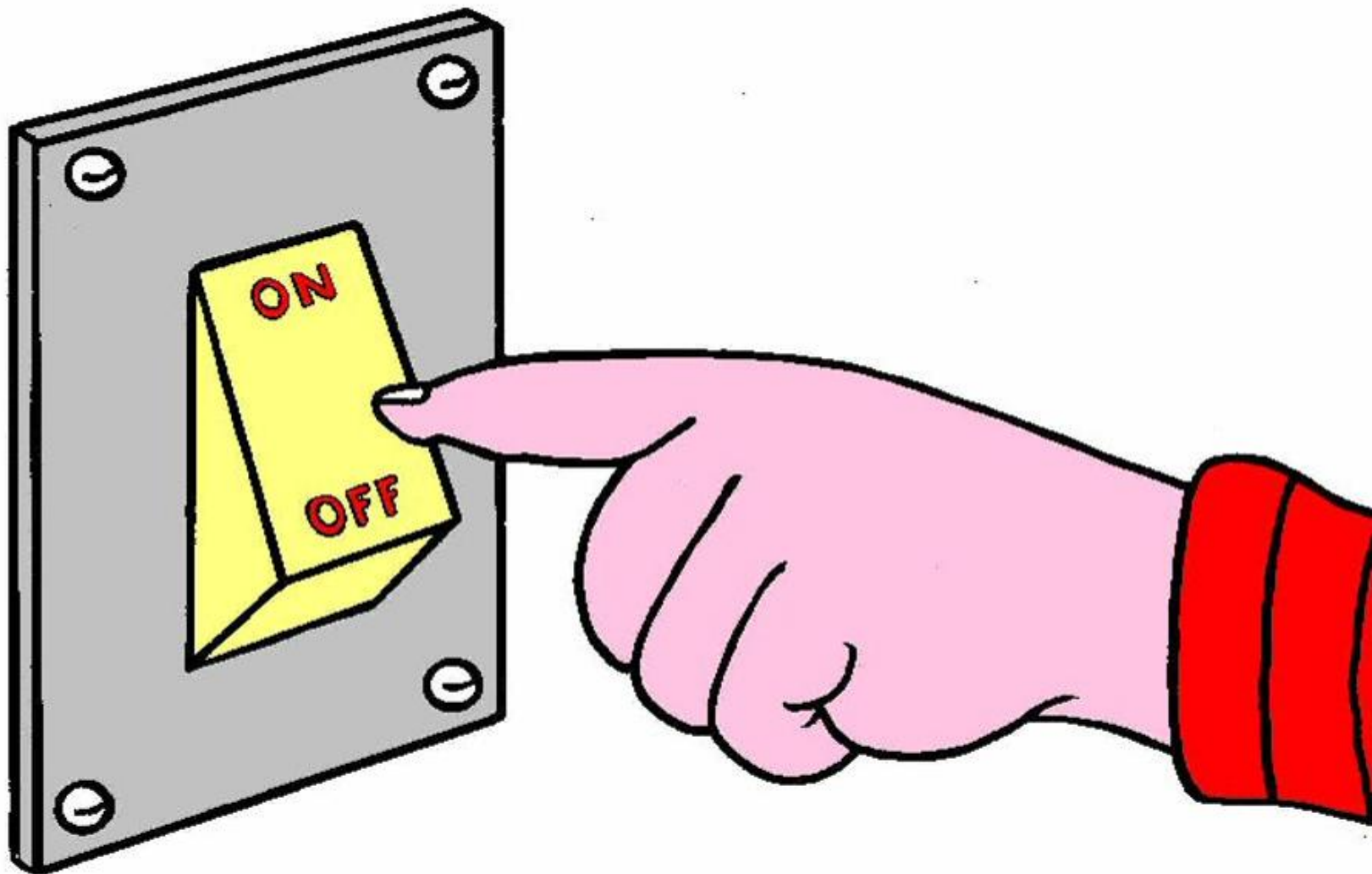
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Phase 2 – Set 3

O

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Phase 2 – Set 3

c

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Phase 2 – Set 3

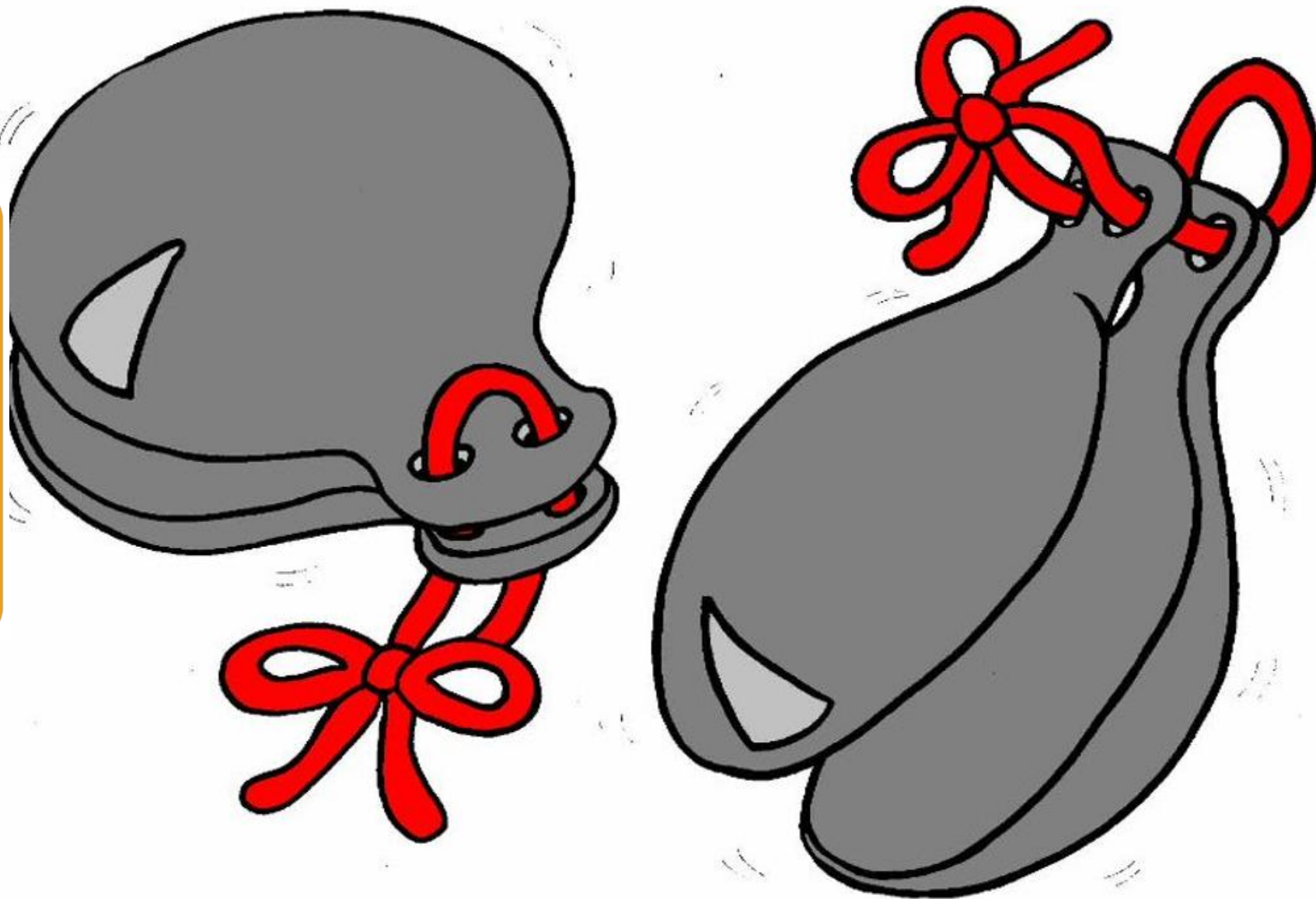
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Phase 2 – Set 4

ck

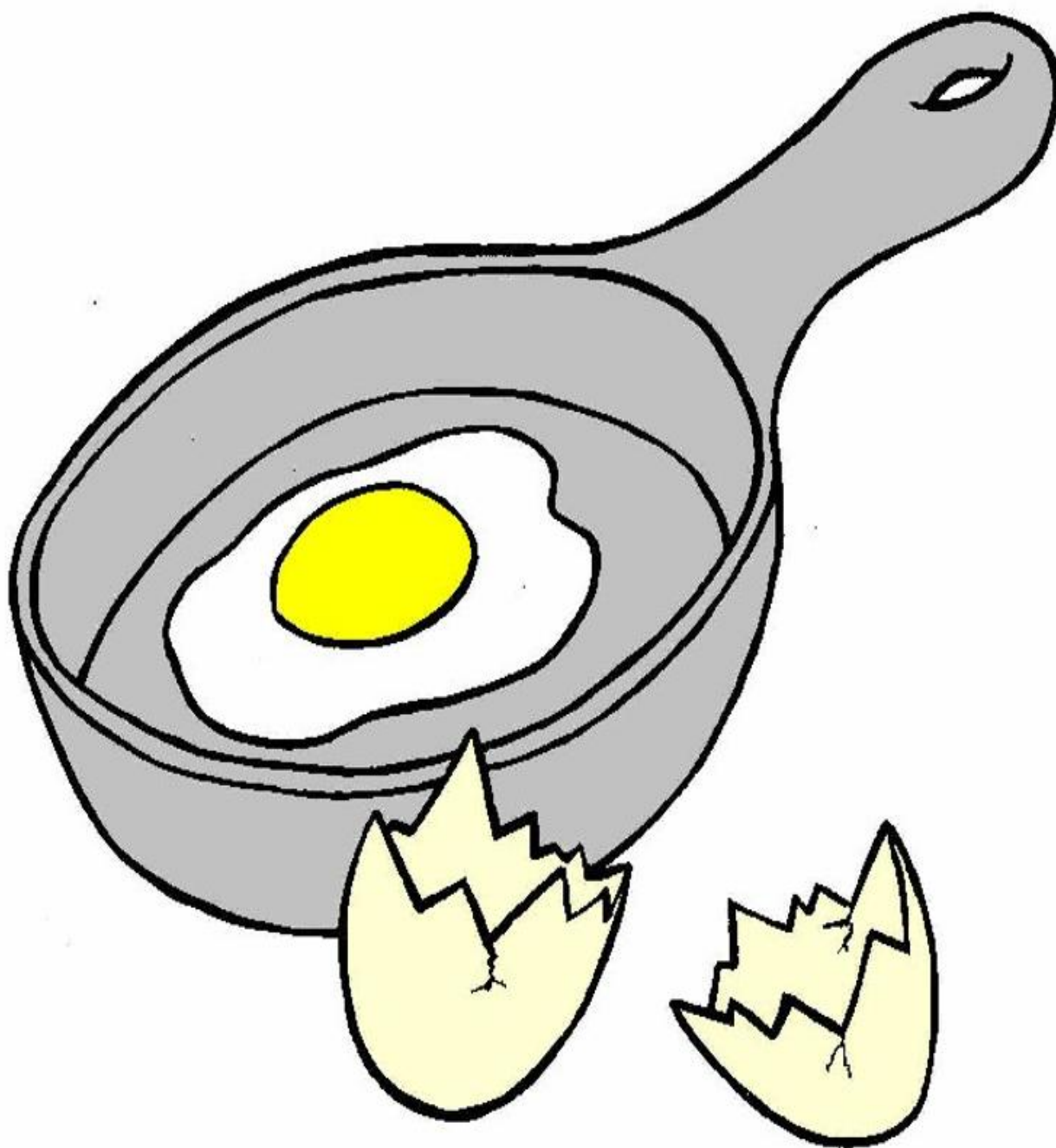
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Phase 2 – Set 4

e

twinkl.com



Phase 2 – Set 4

u



Phase 2 – Set 4

r

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Phase 2 – Set 5

h

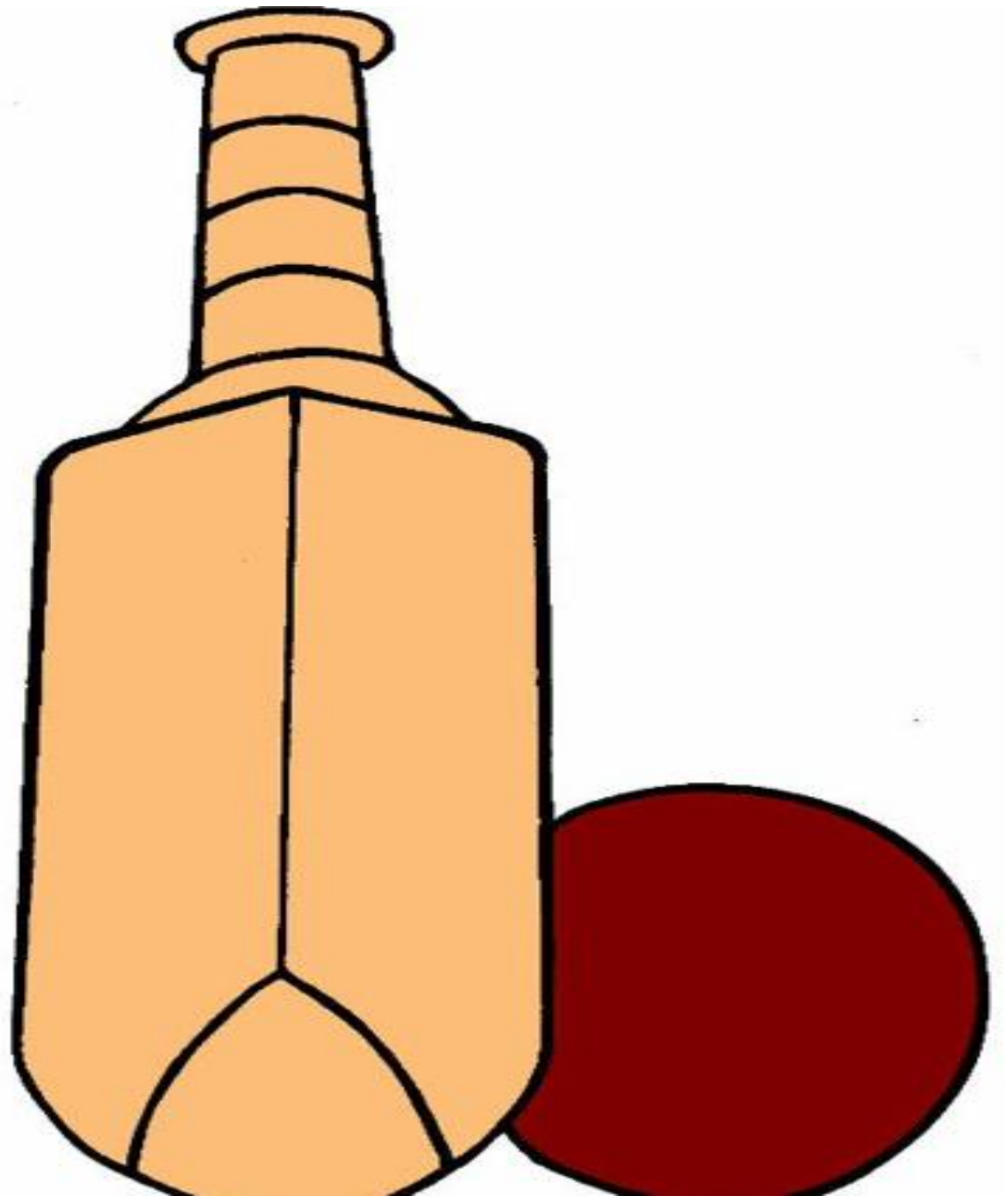
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Phase 2 – Set 5

b

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Phase 2 – Set 5

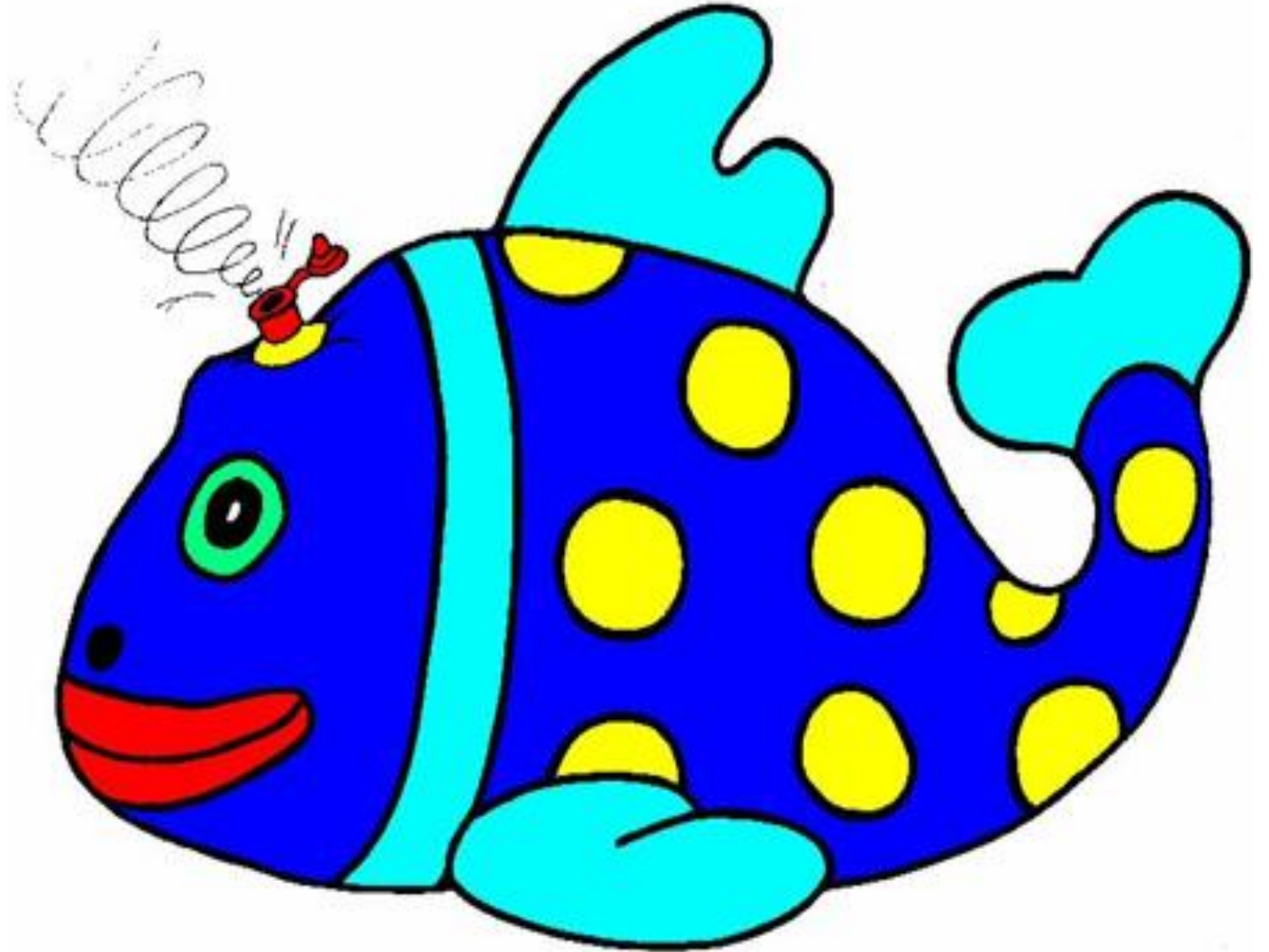
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Phase 2 – Set 5

ff

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Phase 2 – Set 5

l

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Phase 2 – Set 5

u

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Pronunciation Guide

Phase 2 Pronunciation Guide

Grapheme	How it is pronounced – example within a word	Associated Image	Mouth Shape	How to produce the phoneme
s ss	snake			Show your teeth and let the s hiss out ssssss ssssss
a	ant			Open your mouth wide and make the a sound at the back of your mouth a a a
t	tennis			Open your lips; put the tip of your tongue behind your teeth and press t t t
p	pig			Bring your lips together, push them open and say p p p

Phase 3 Pronunciation Guide

Grapheme	How it is pronounced – example within a word	Associated Image	Mouth Shape	How to produce the phoneme
j	jelly			Pucker your lips and show your teeth use your tongue as you say j j j
v	van			Put your teeth against your bottom lip and make a buzzing vvvvv vvvvv
w	wind			Pucker your lips and keep them small as you say w w w
x	fix			Mouth open, then push the cs/x sound through as you close your mouth cs cs cs (x x x)
y	yoghurt			Smile, tongue to the top of your mouth, say y without opening your mouth yyy

PHASE 3

Phase 3 teaches another 29 graphemes, most of them comprising two letters (e.g. oa) referred to as digraphs.

At Springdale, we aim to have taught phase 3 by Christmas of Reception. We then revisit this, slowing our pace to support the teaching of blending and segmenting and recall of GPCs.

- *Represent each of the phase 2 and 3 phonemes by a grapheme.
- *Continue to practise CVC blending and segmentation in this phase
- *Apply their knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions.
- *Learn letter names during this phase
- *Learn to read some more tricky words and begin to learn to spell some of these words.
- *Within this phase, children are taught to join digraphs in line with our handwriting scheme. This supports the children in identifying the letters that make one sound.

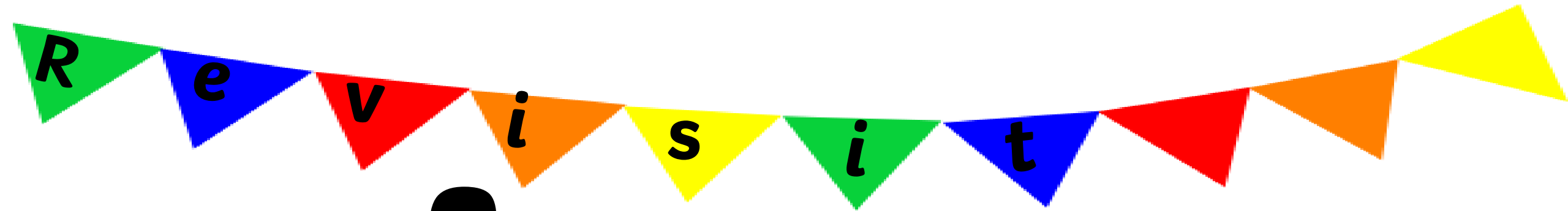
Phase 3 Sound Mat

 j	 v	 w	 x	 y
 z zz	 qu	 ch	 sh	 th
 <u>th</u>	 ng	 nk	 ai	 ee
 igh	 oa	 oo	 oo	 ar
 or	 ur er	 ow	 oi	 ear
 air	 ure			



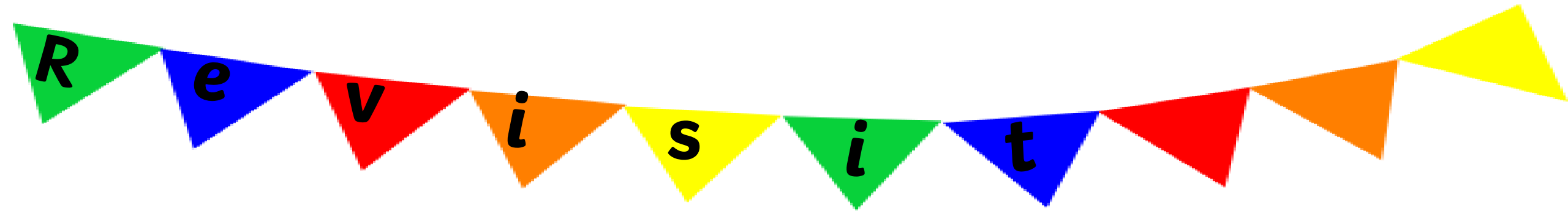
Tricky Words

he
she
we
me
be
was
put
you
they
all
are
my



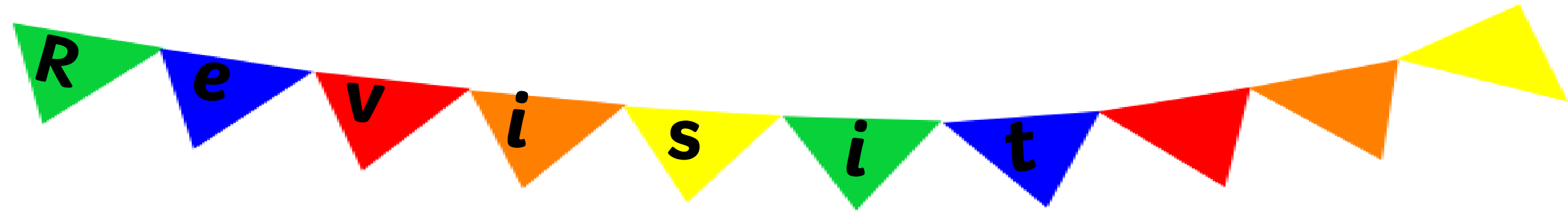
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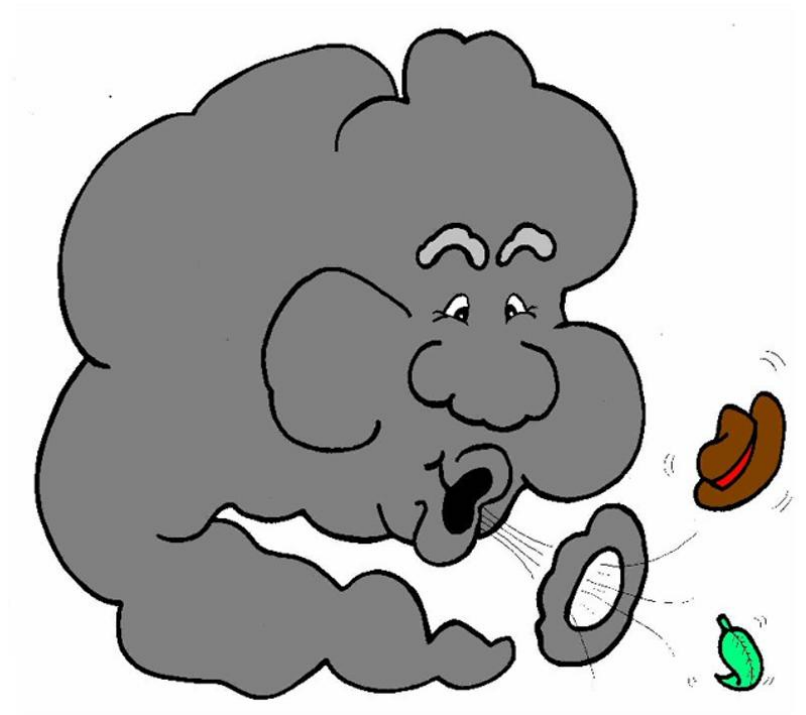


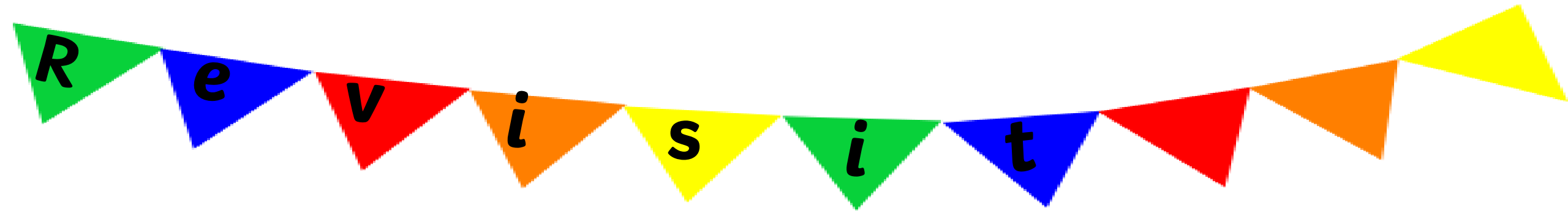
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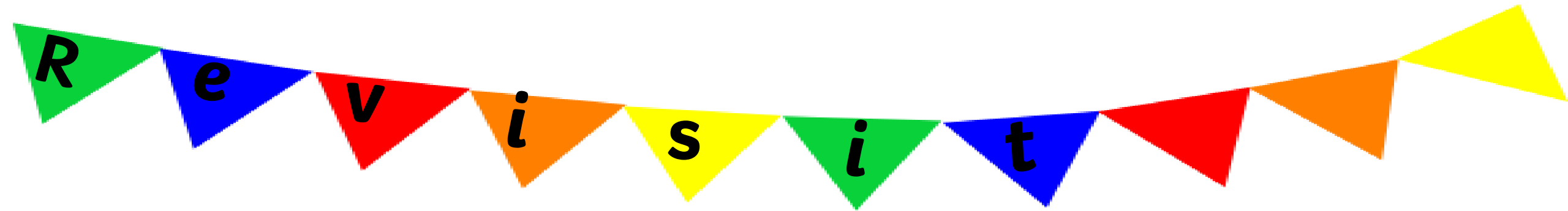
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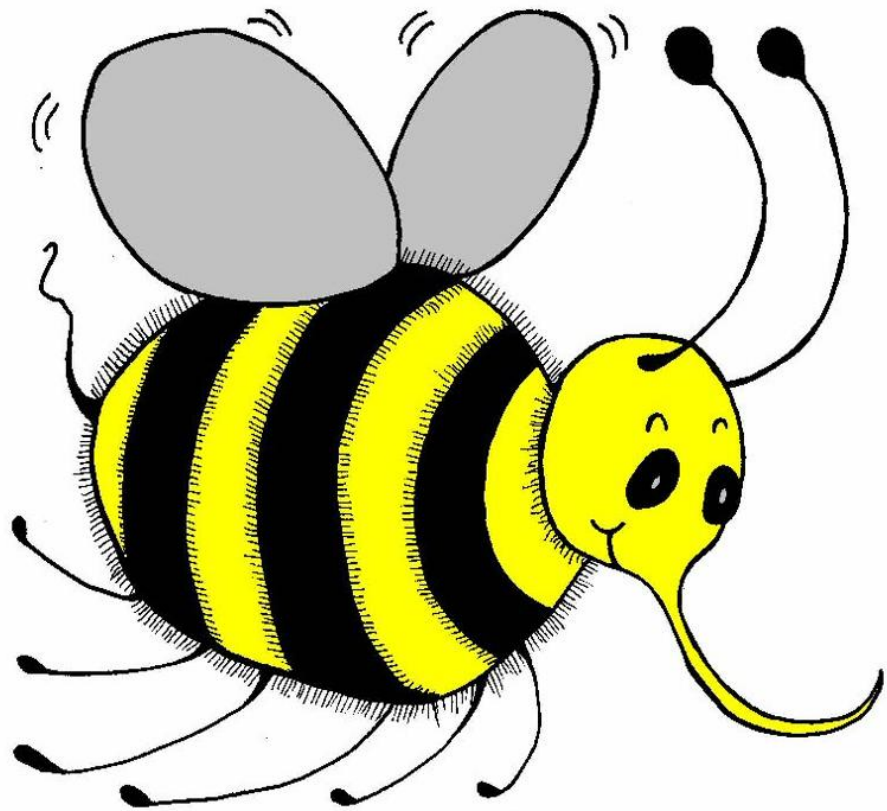


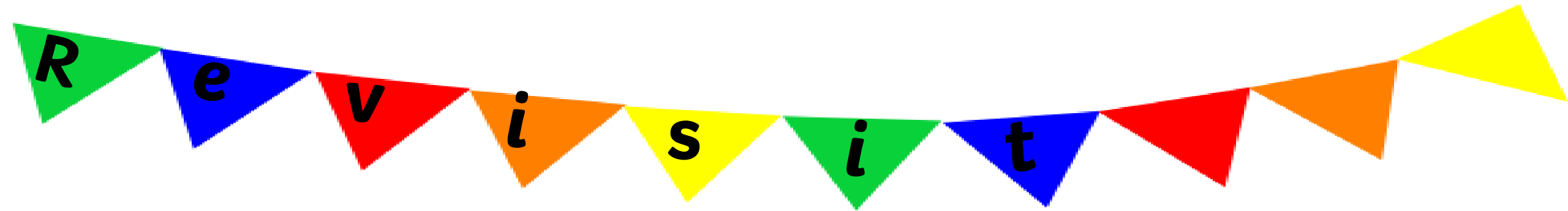
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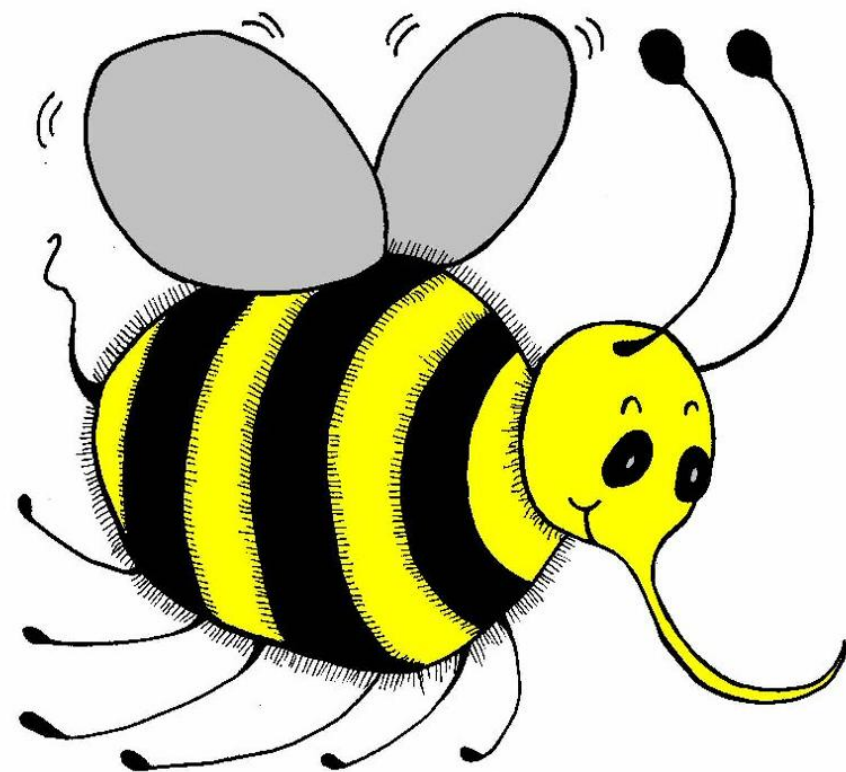


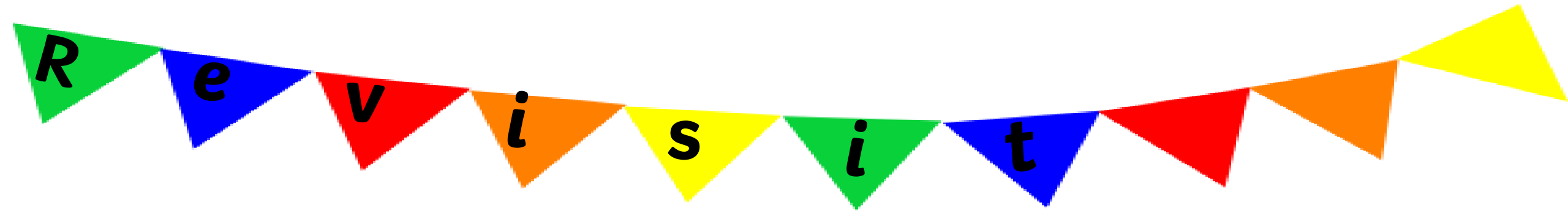
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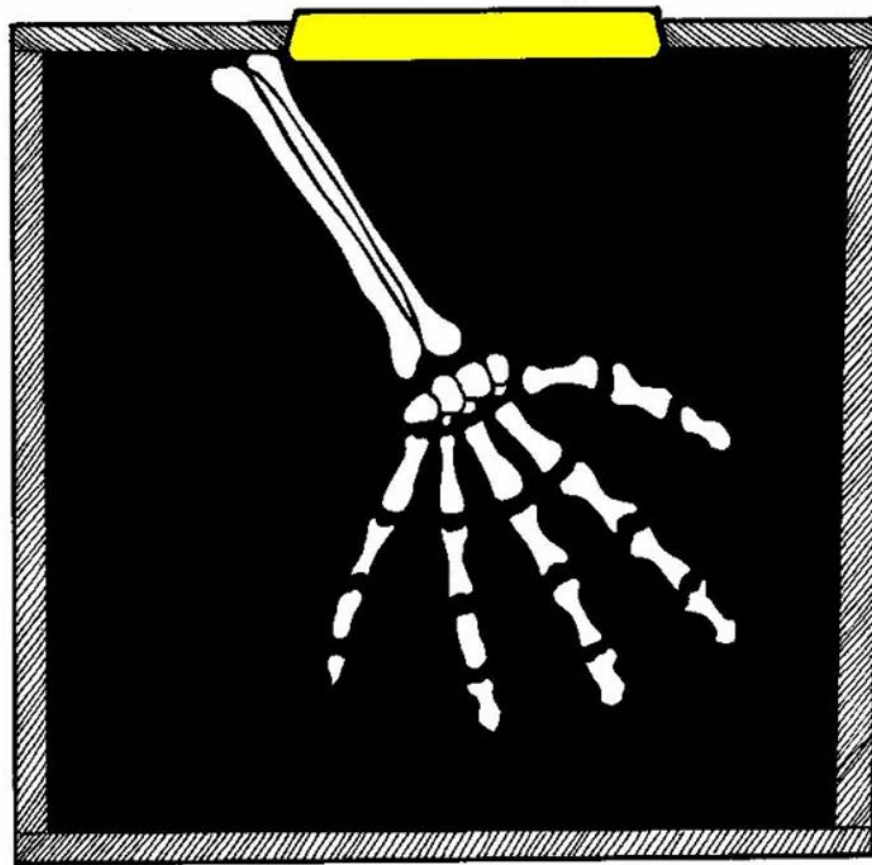


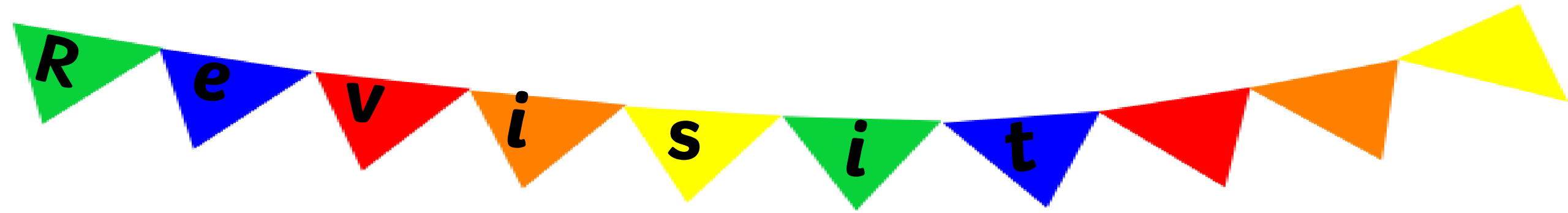
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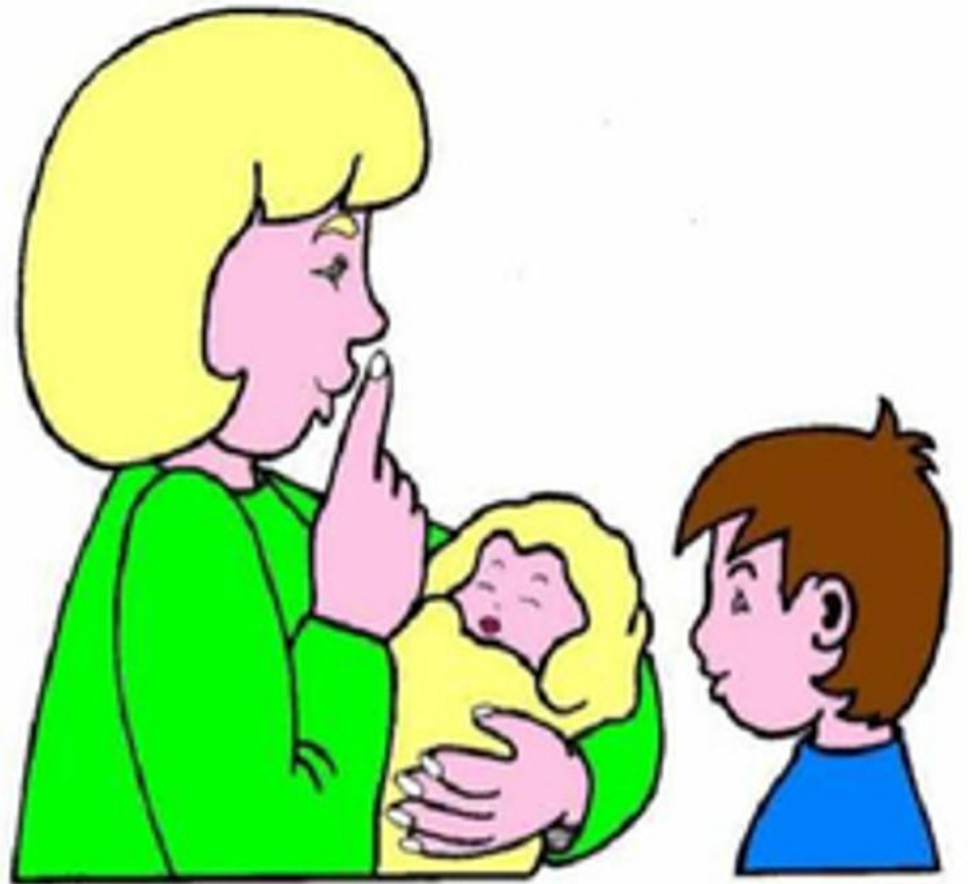


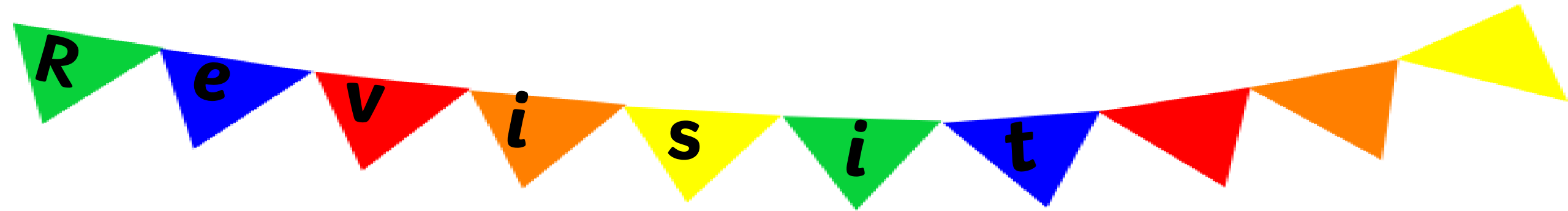
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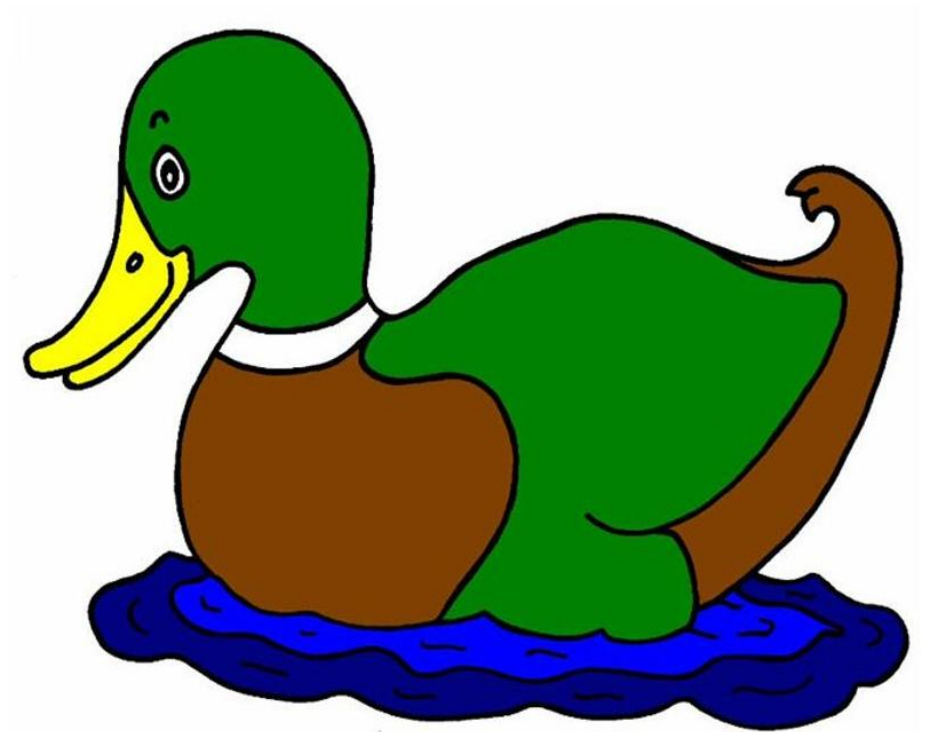


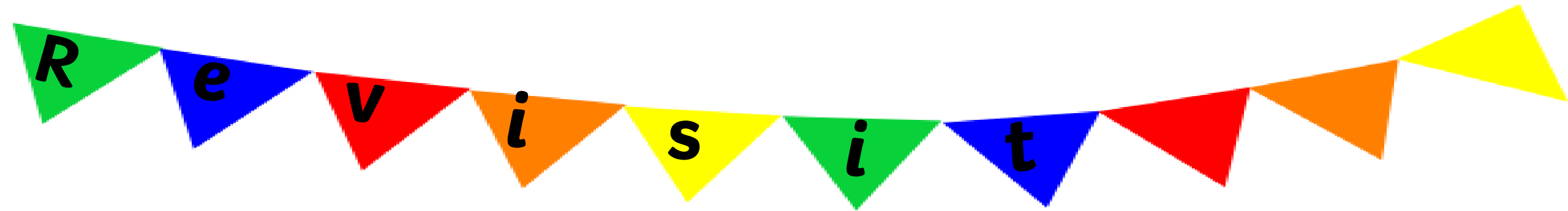
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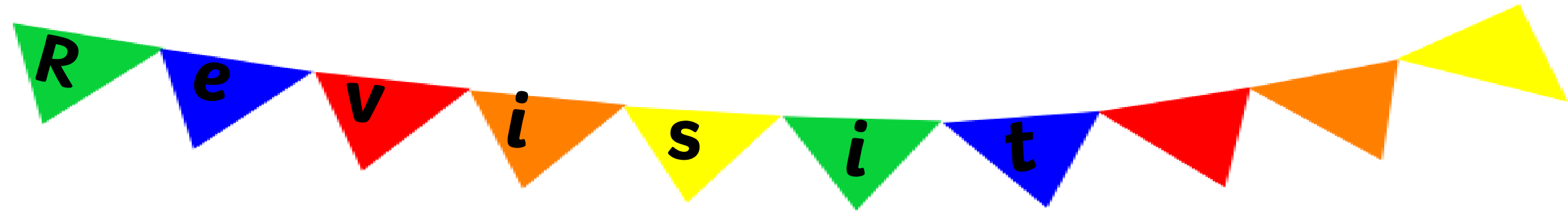
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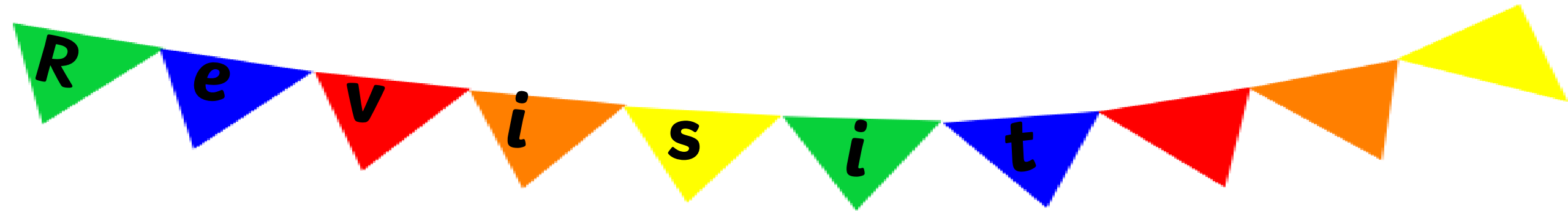
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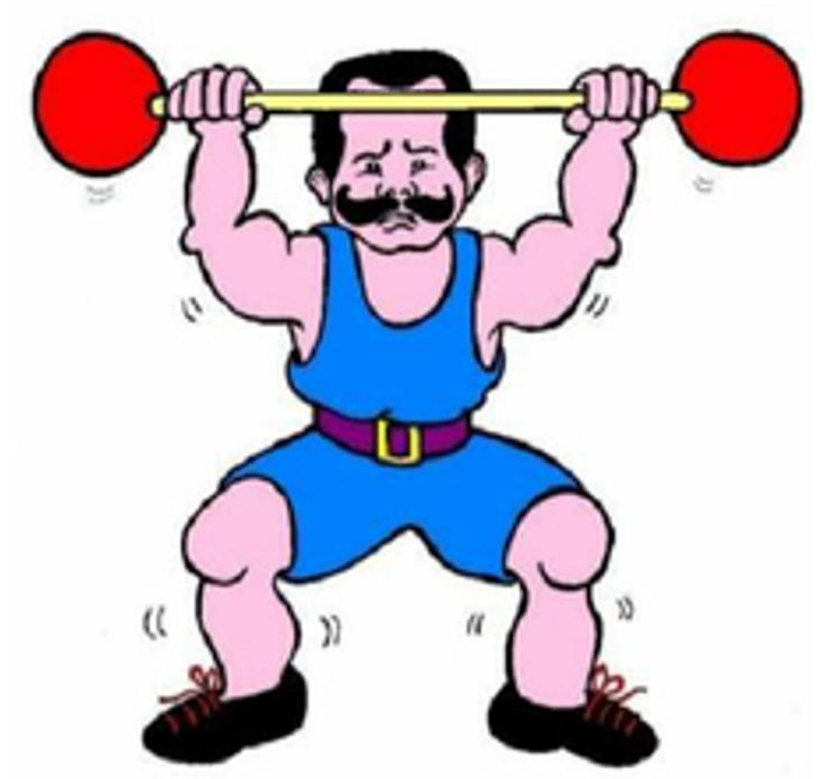


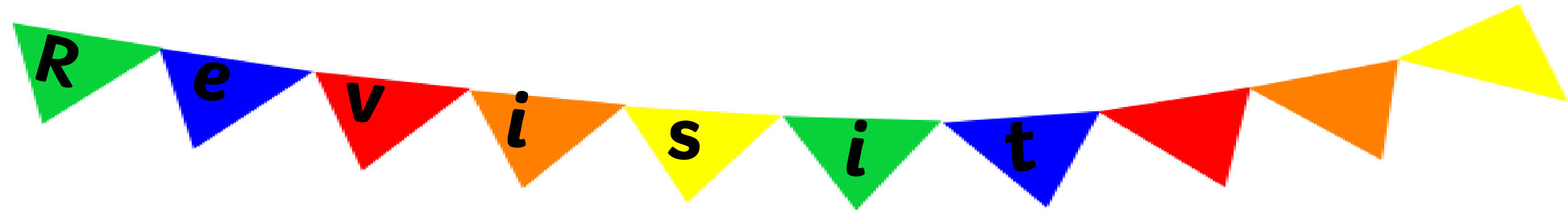
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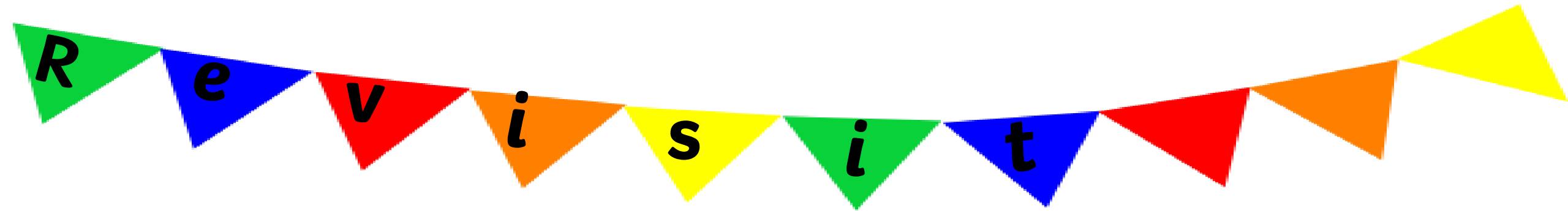
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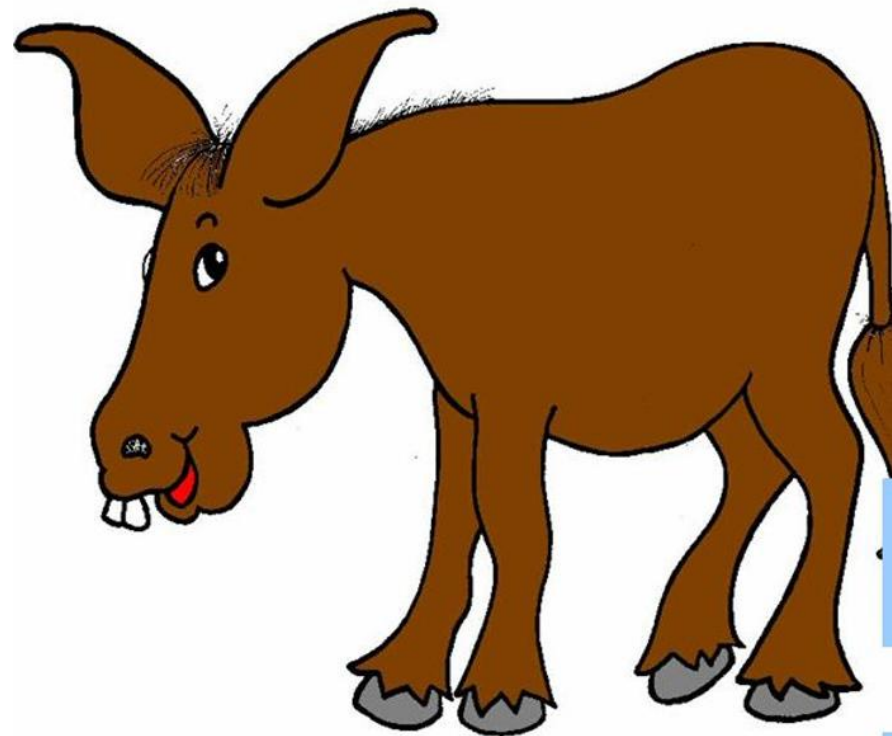


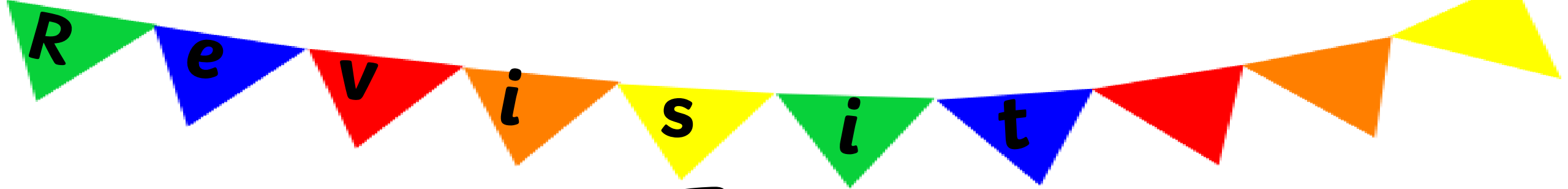
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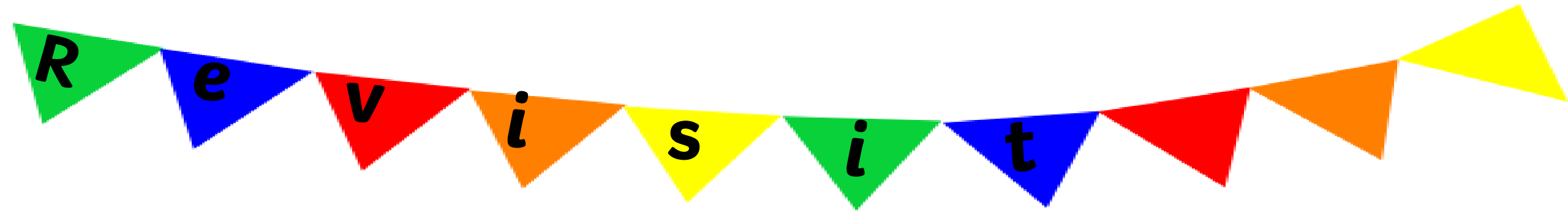
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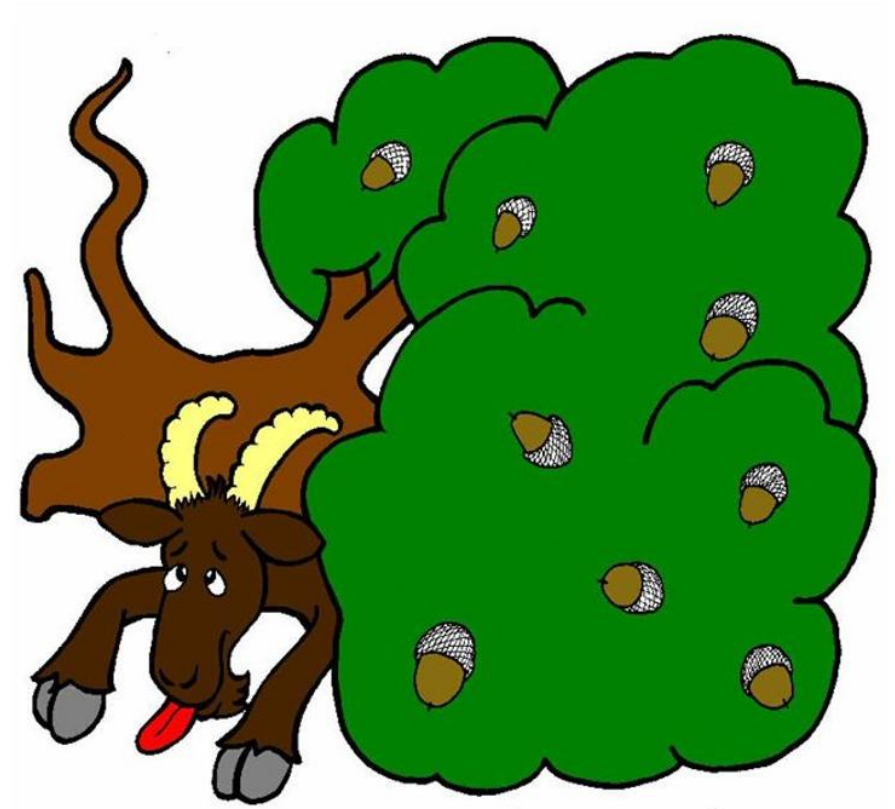


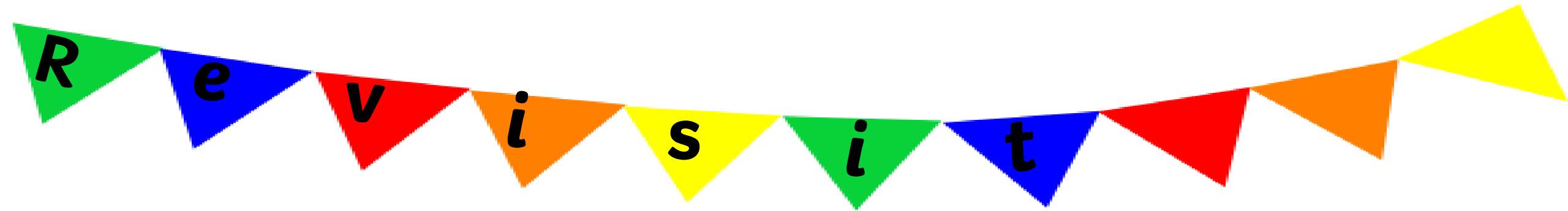
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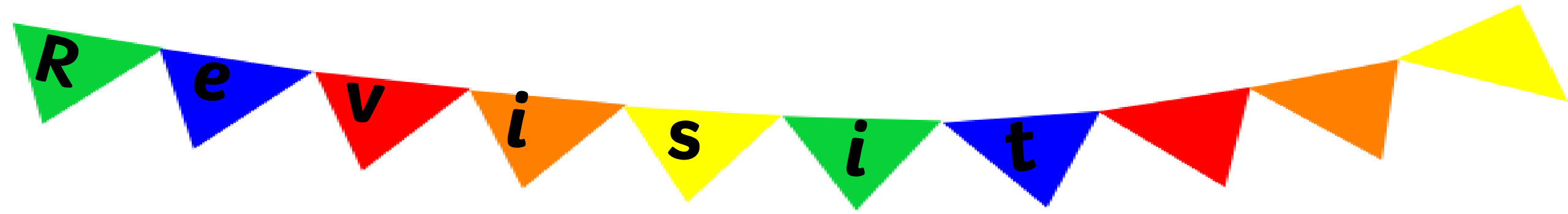
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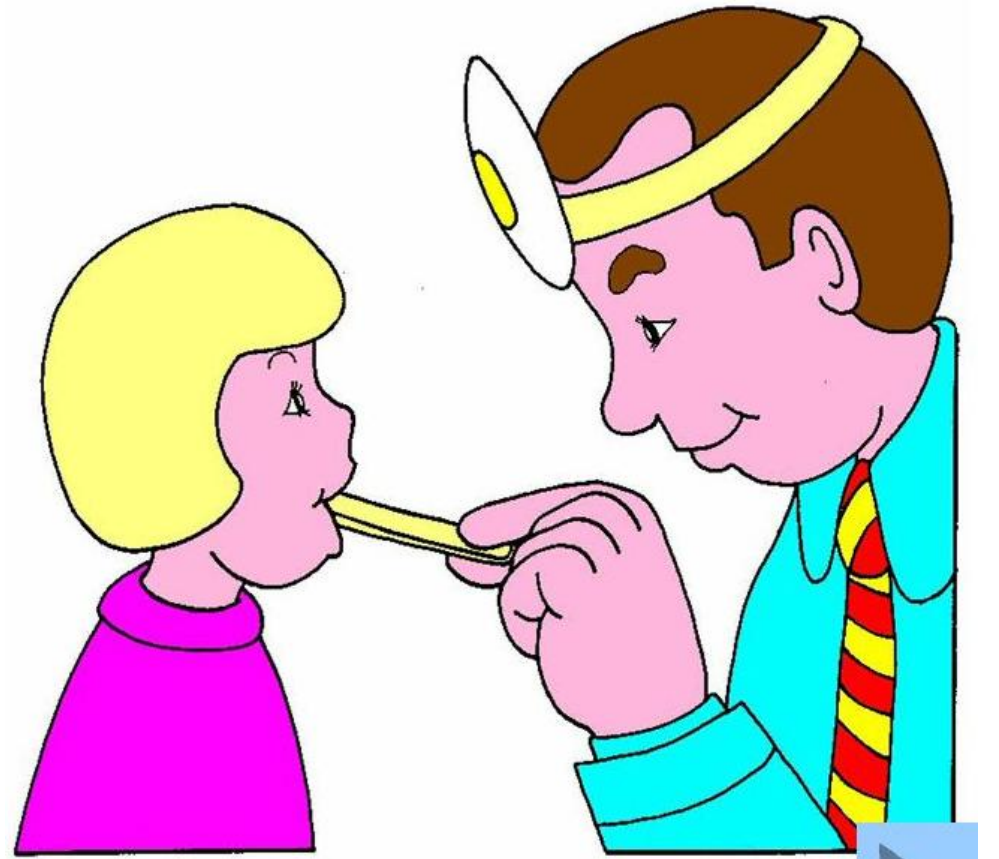


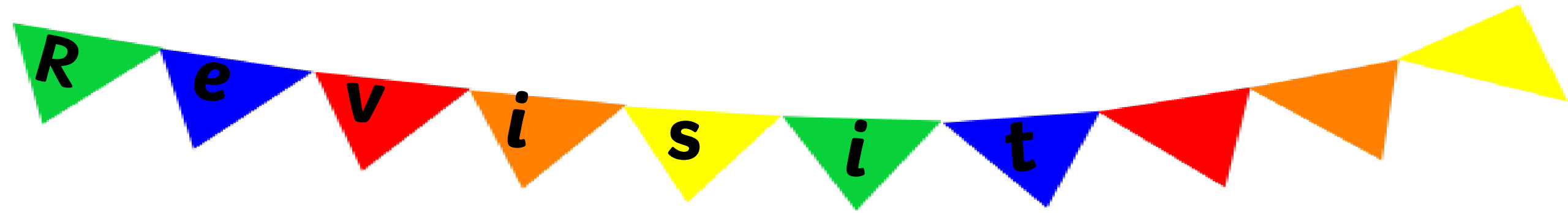
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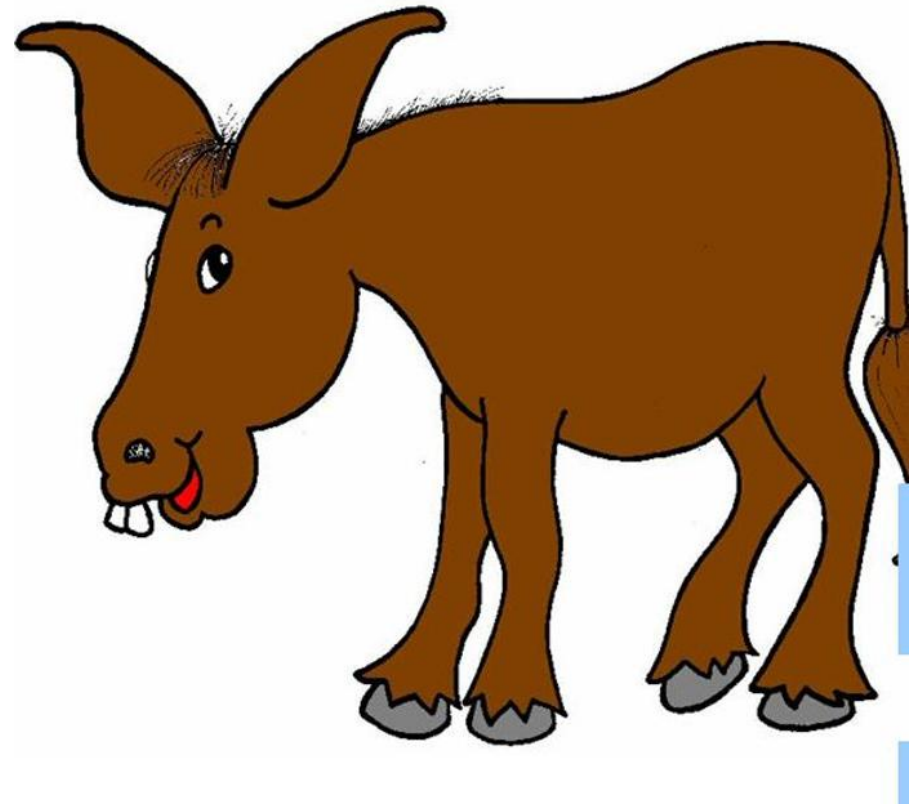


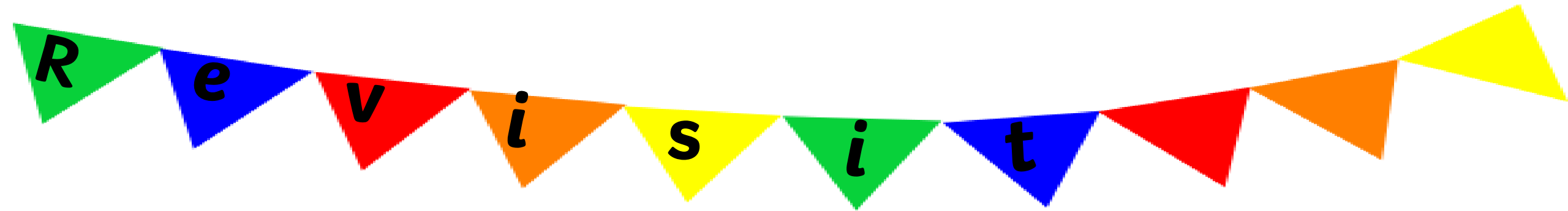
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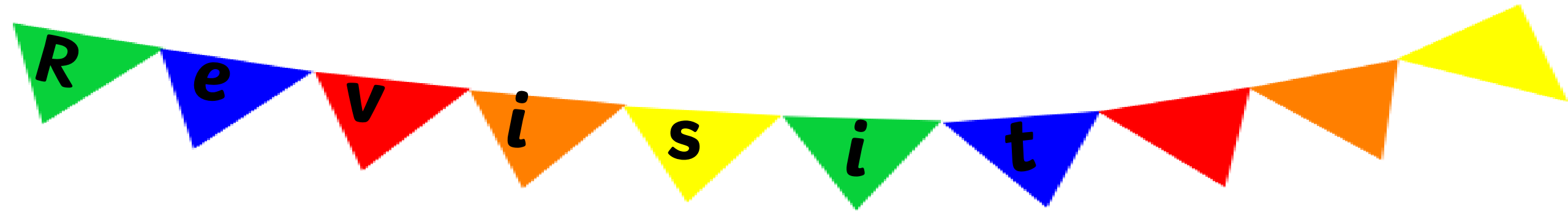
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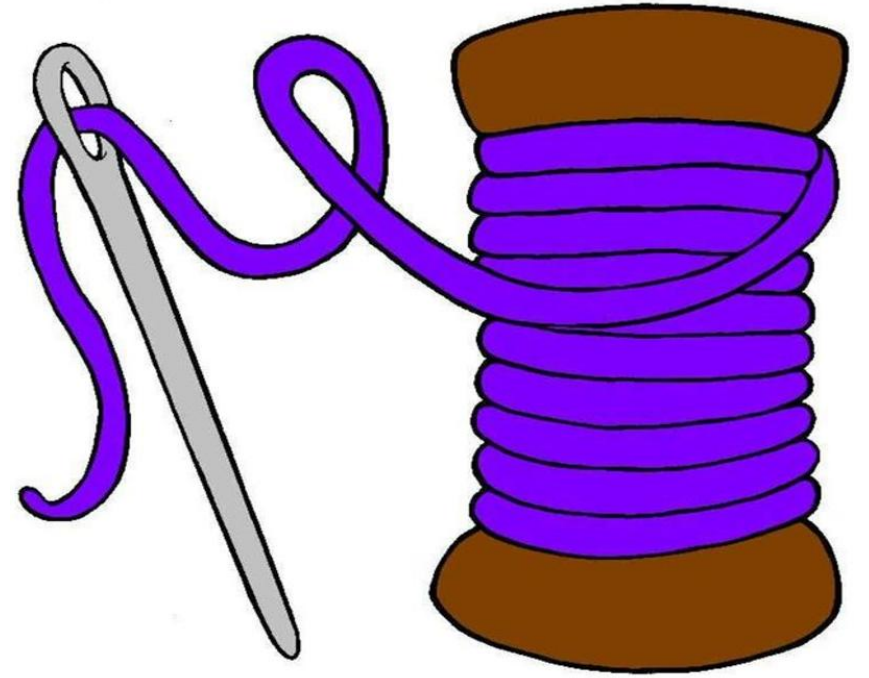


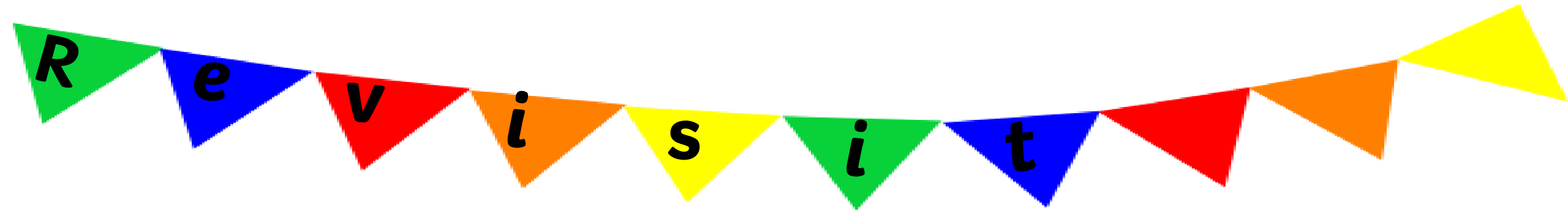
ur



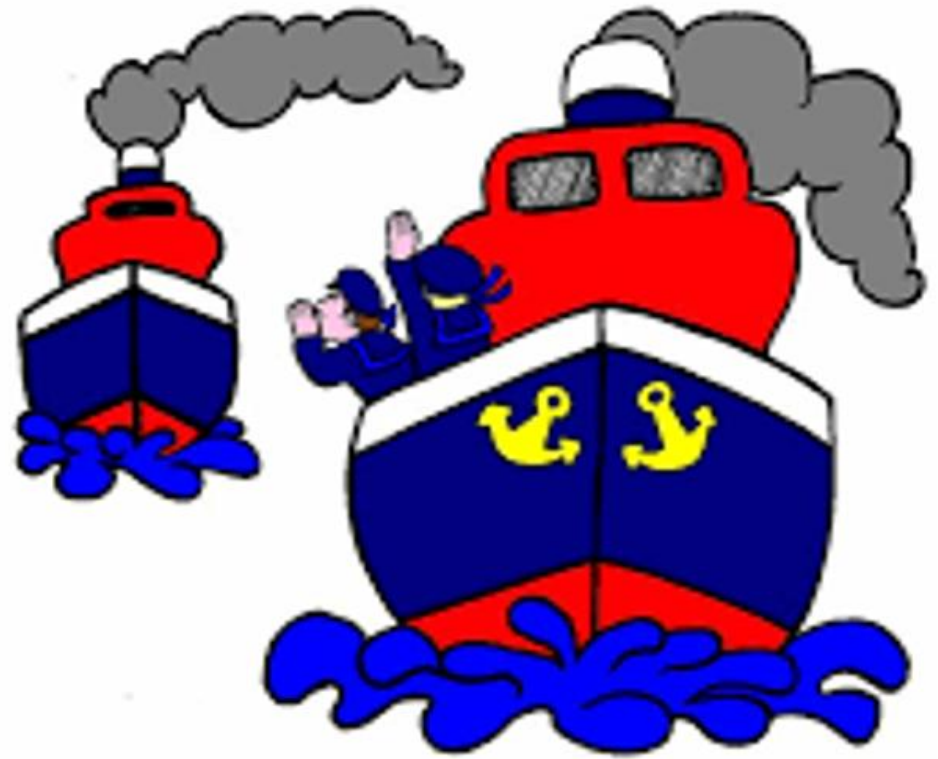


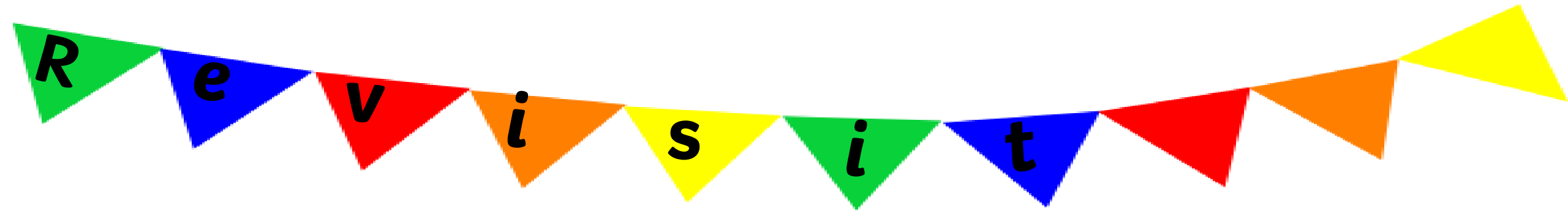
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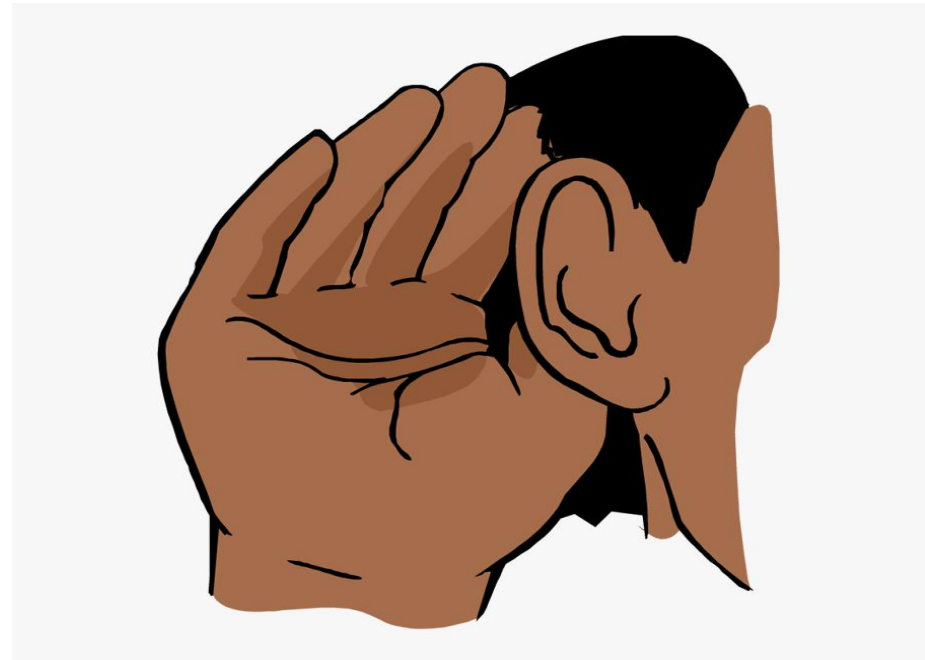


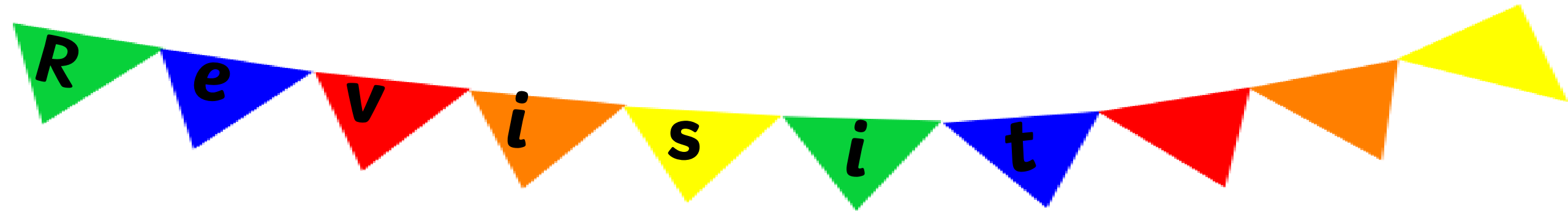
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ear





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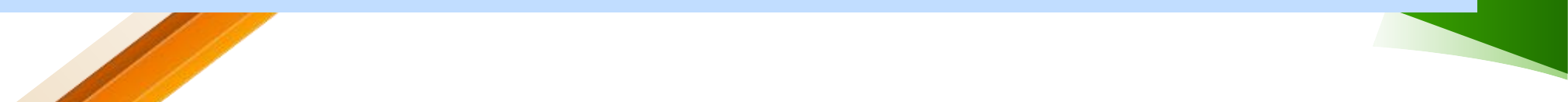


Phonics

ee ur ow

wh y au

By the end of Foundation Stage, the expectation is that children will know all Phase 3 sounds and will be able to blend Phase 3 sounds to read.



PHASE 4

bl	br	st	fr	sn	dr	sl	sm
gr	pl	gl	cr	cl	fl	sk	nt
pr	nd	mp	nk	tr	sw	sp	lp

- *No new graphemes are introduced.
- *Consolidate the children's knowledge of phase 2 and 3
- *Practise reading and writing polysyllabic words (words consisting of 1 or more syllables eg. bedroom).
- *Read a number of new tricky words are introduced within this phase:
- *Learn to read and spell longer words which have adjacent consonants, such as 'trap', 'string' and 'milk'.

Phase 4 Phonics

train

joint

Year 1

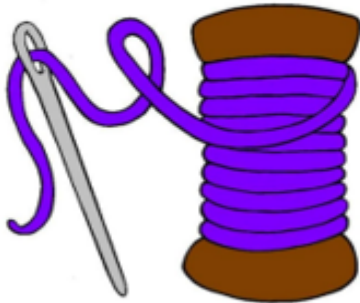
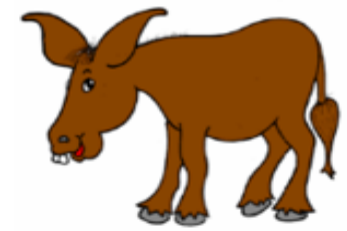
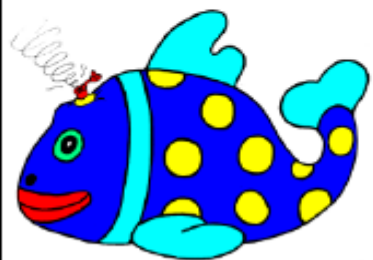
Phase 5 Phonics

Teaching children to recognise and use alternative ways of pronouncing the graphemes and spelling the phonemes already taught.

PART A

Phase 5 Sound Mat

New graphemes for reading

 <p>ai ay a-e</p>	 <p>ow ou</p>	 <p>igh ie i-e</p>	 <p>ee ea ey e-e</p>
 <p>oi oy</p>	 <p>ur er ir</p>	 <p>oo ue ew ou u-e</p>	 <p>or au aw</p>
 <p>w wh</p>	 <p>f ff ph</p>	 <p>oa oe ow o-e</p>	

Phase 5 Phonics

Same sound, different letters



pain

may

make

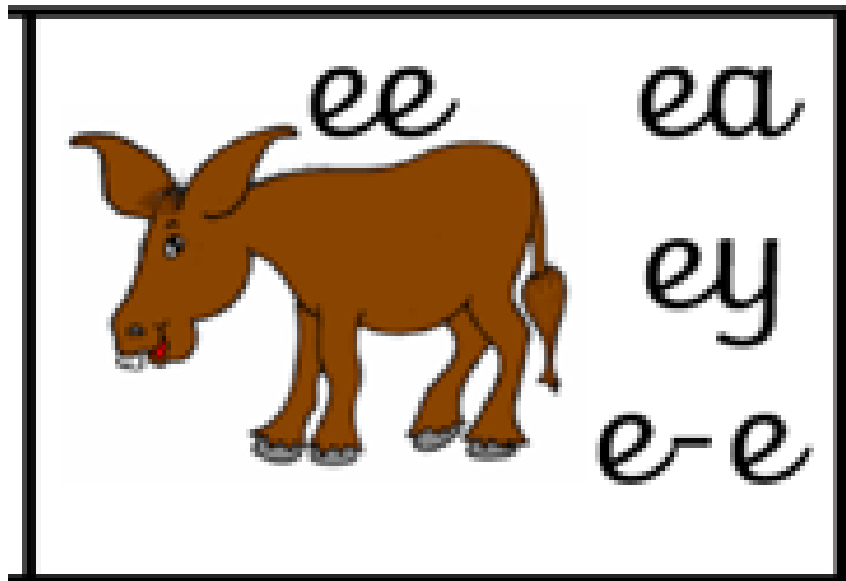
PART B

** Teach alternative pronunciations of graphemes for reading**

<u>i</u> (as in fin and find)	<u>ow</u> (as in cow and blow)	y (as in yes, by and very)
<u>o</u> (as in hot and cold)	<u>ie</u> (as in tie and field)	<u>ch</u> (as in chin, school and chef)
c (as in cat and cent)	ea (as in eat and bread)	ou (as in out, shoulder, could and you)
g (as in got and giant)	<u>er</u> (as in farmer and her)	
u (as in but and put)	a (as in hat and what)	

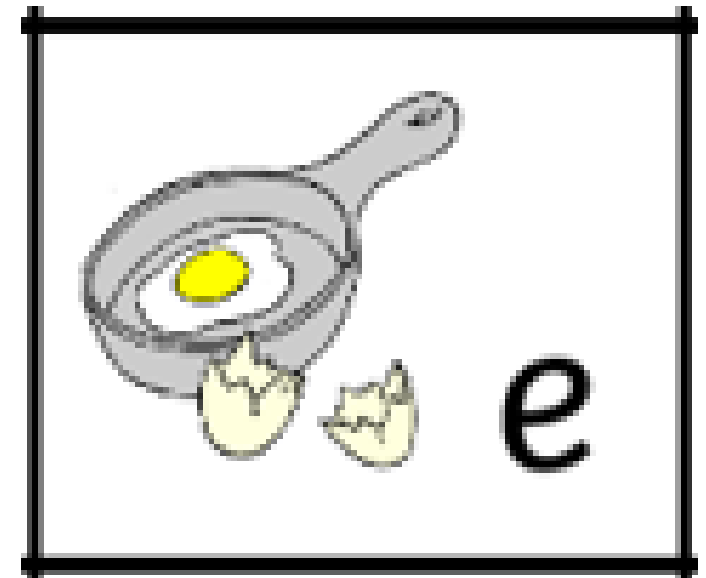
Phase 5 Phonics

Same letters, different sounds



mean

bread



Phonics
ee ur ow
wh y au

Phase 5 Phonics

By the end of Year One, the expectation is that children will know all Phase 5 sounds and will be able to blend Phase 5 sounds to read.

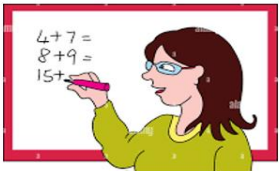
Phase 6 Phonics

Children become fluent readers and increasingly accurate spellers. Spelling lags behind reading, as it is harder. Shift from learning to read to reading to learn. Children begin to read for pleasure and information.

Phonics
ee ur ow
wh y au

Lesson Structure

- Taught daily
- Discrete 25 minute sessions
- I do, We do, You do opportunities
- Mixture of carpet time to practise and independent tasks to apply



I do



We do



You do

Revisit and Review



Teach



Practise



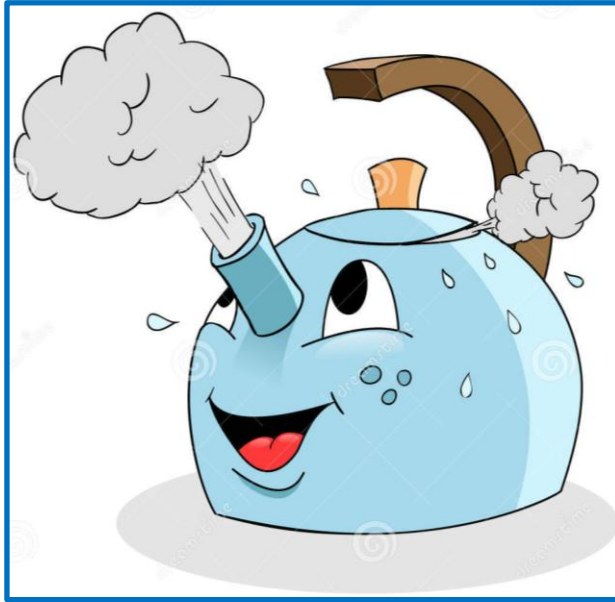
Apply

Progressive Tasks



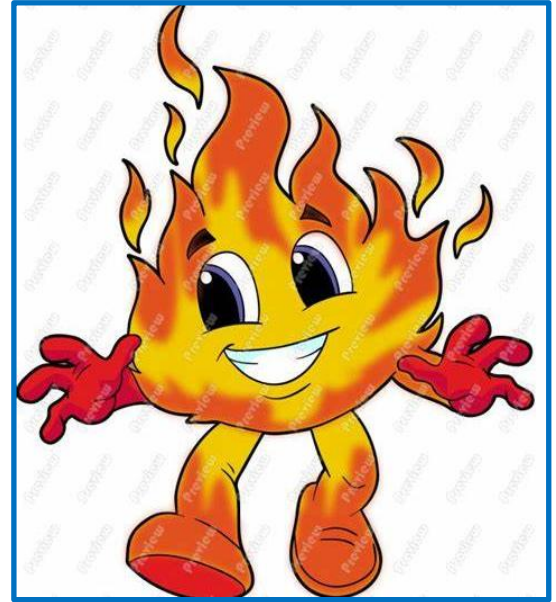
Red Pepper

Fluency + scaffolds



Boiling Hot

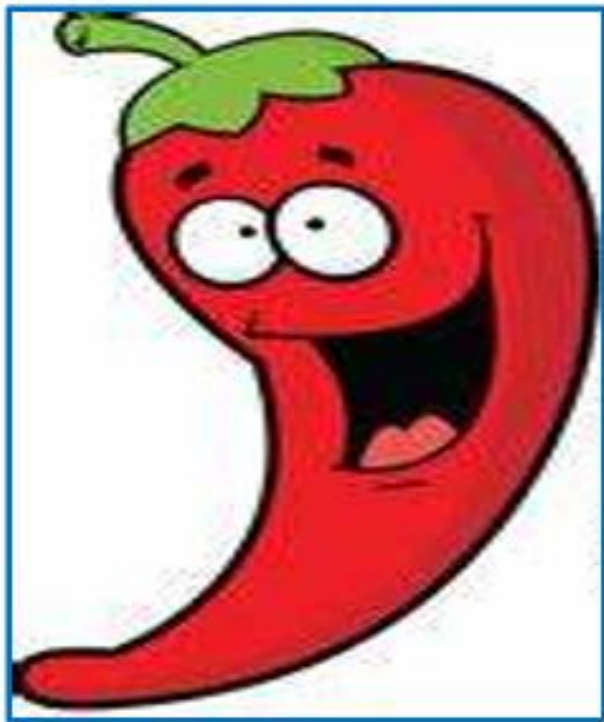
Reasoning



On Fire

Deepening

EYFS– Example Tasks



Red Pepper

Spot the 'b' grapheme



h

b

a

b

u

t

h

b

b

EYFS– Example Tasks

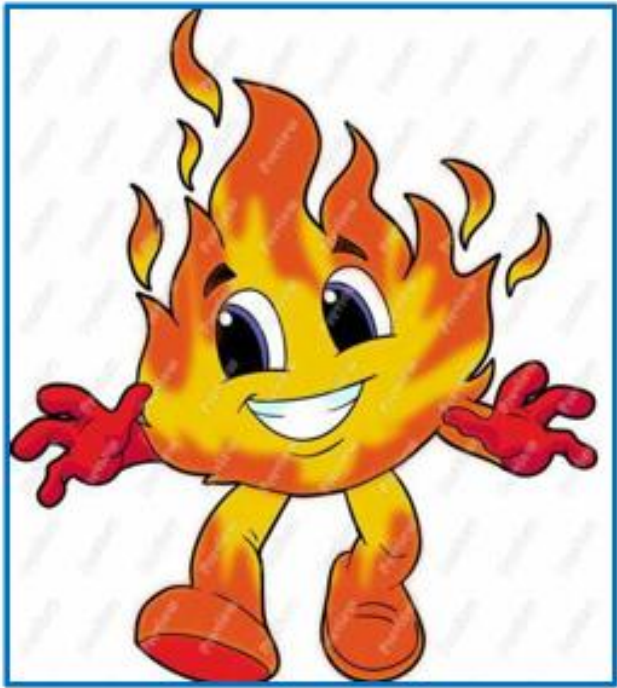


Boiling Hot

Spot the 'b' pictures



EYFS– Example Tasks

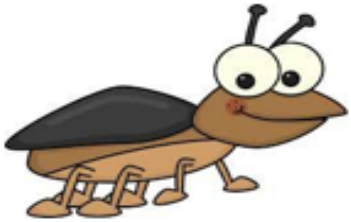


On Fire

Blend the 'b' words



bed



bug



bat



Developing Fluency

In the early stages of reading, children will over rely on sounding out words which interrupts the flow of reading. Once children can read fluently, they are more able to recall what they have read and comprehend it.



Fluent readers are accurate, read with increased speed and use expression.

Fluent readers blend in their heads!

How do we become fluent readers?



Sound it out aloud



Whisper it



Sound it out in your head

Developing Fluency



Rick is not a rat! Rick is a cat!

6



Rick pads up.

7

Look for repeated words –
avoid sounding out the same
words

Recognise your
Rainbow/Tricky
Words by sight

Read the whole
sentence back after
decoding

Tricky Words

To support the learning of the tricky words, we use a multi-sensory approach called 'Taming Tricky Words'. This is a word association strategy that helps children develop their recognition of common exception words. Knowledge of these essential function words builds fluency and ultimately helps develop prediction of other words.

	the	We only have one moon. It's called THE moon. THE moon.
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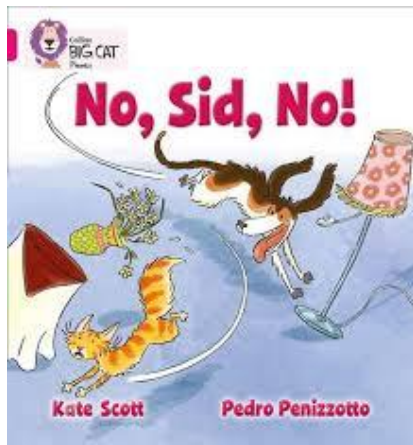
	to	I am going TO a party. We are going TO eat Birthday cake. We are going TO play games.
--	-----------	---

During tricky word sessions, the target word is introduced and contextualised within a sentence to support the children's understanding. Further investigation allows the children to spot any familiar graphemes (eg. there is an 's' and 'd' in said). The 'tricky' part of the word is then identified with discussion on which letters aren't making the expected GPC.

Aim #3



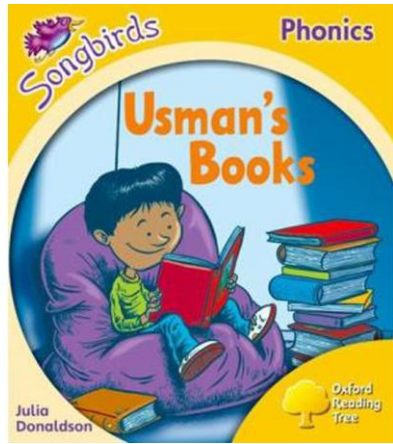
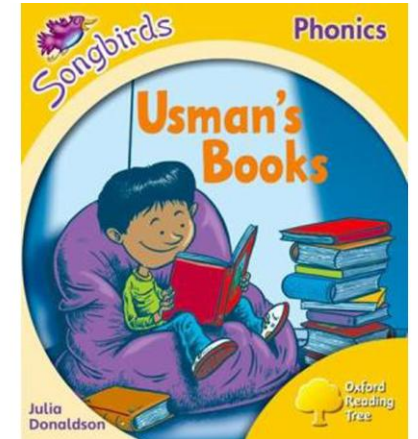
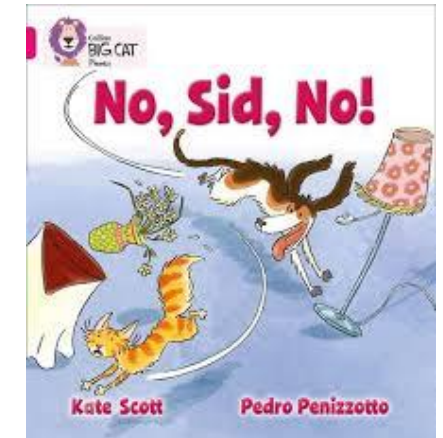
To know how our Learn
to Read books link to
phonics



Further opportunities to apply phonics teaching and develop fluency...

“Learn to Read”

- The books are phonic based allowing children to practise blending – books should be a comfortable read and should only contain sounds the children are secure in
- The books are chosen by the teacher and are changed weekly, based on teacher’s ongoing assessment – varying days
- The books match the phonics sounds being practised and taught in the classroom.



Aim #4



To know how you can
support at home

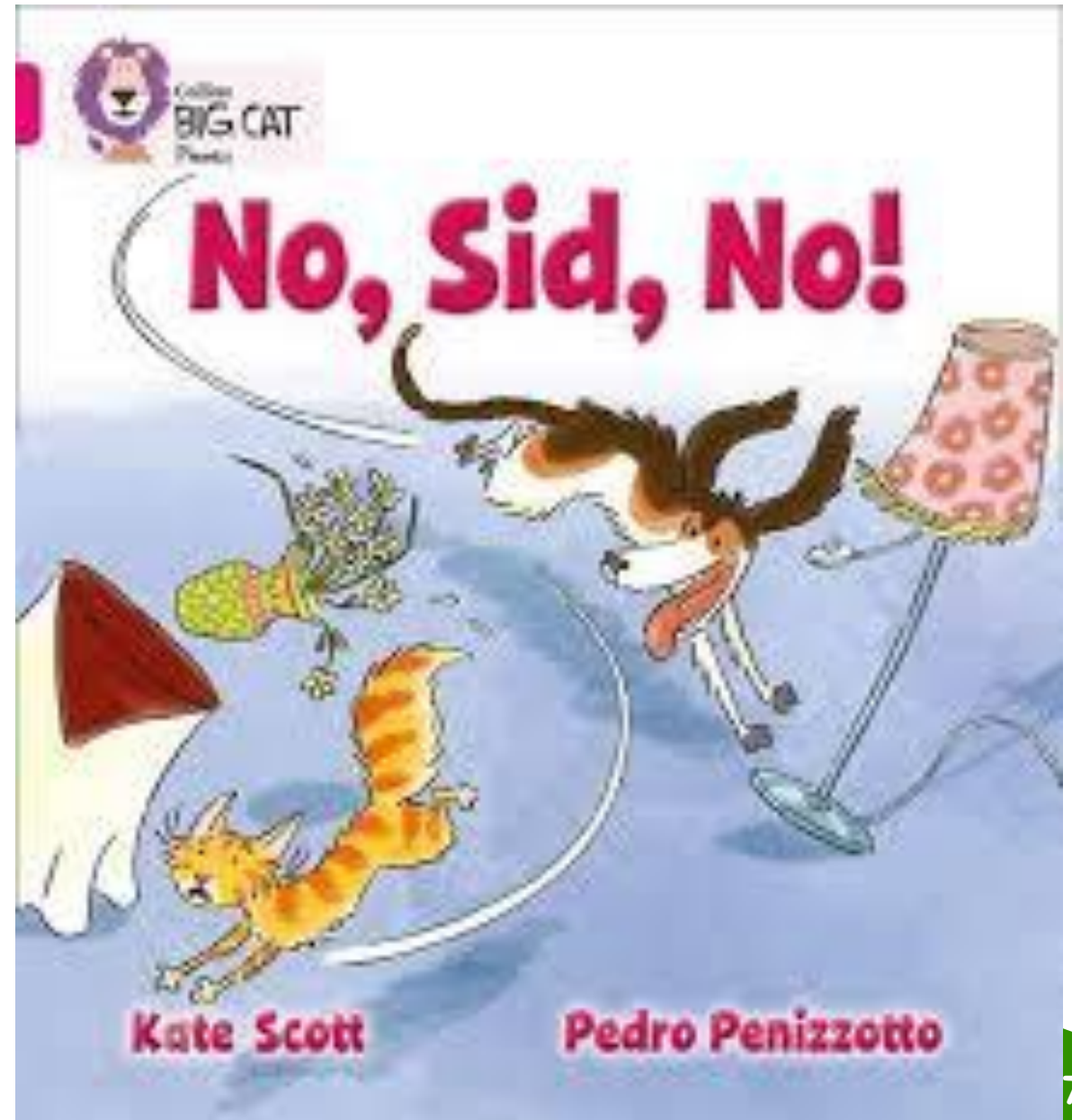
Talk, talk, talk



Share stories



Share Learn to Read Books



Engage with Learning News



LEARNING NEWS



This week we learnt the following with a grown-up...

- * To 1:1 count objects to find out 'how many' objects there are altogether
- * To understand the last number in the count tells us 'how many' things there are altogether in a set of objects
- * To deepen their understanding of 5 as a quantity by linking the number itself to the 5 fingers on one hand.
- * To identify similarities in shapes
- * To hear, read and blend the following graphemes: **j** (as in jam) **v** (as in van) **w** (as in wind) **x** (as in fix)
- * Read and write cvc words and words ending in -s eg j-e-t-s v-a-n-s w-i-g-s f-o-x
- * To read the tricky word -into

To help with pronunciation have a look at the following link

[Jolly Phonics Phase Two - video Dailymotion](#)

- * To know that everyone celebrates different things
 - * To recall the vocabulary - 'Celebration' - **remembering a special time by taking part in an activity/gathering.**
 - * To understand that some people celebrate Bonfire Night as a time the King survived an attack. Some people watch fireworks, light sparklers and bonfires.
- We would love to hear if your child is demonstrating, or has discussed, any of these skills at home. Please share any images or observations of them engaging in their learning.*

Share your learning with us on Tapestry

 **TAPESTRY**
ONLINE LEARNING JOURNAL

HOME LEARNING



Here are a few ideas for how you could support your child's learning at home.

- Continue to share your Learn to Read and Love to Read books – can you be a sound detective and spot any phonemes we've learnt so far – j, v, w, x?
- Read the comic 'Pet Vet' https://phonicsplaycomics.co.uk/comic_ph3_pet_vet.html Spot any of this week's graphemes and practise blending the words back together
- Practise reading the tricky words – the, to, I, no, go, into, is
- Complete this week's Maths Challenge in the 'Activities' section on Tapestry. You may need to access this through the Browser version rather than the App.

[Jolly Phonics j song - YouTube](#)

Say the phoneme



Pucker your lips and show your teeth use your tongue as you say

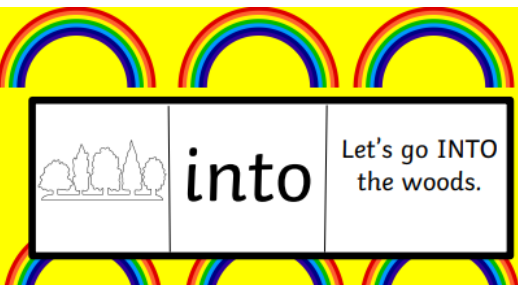
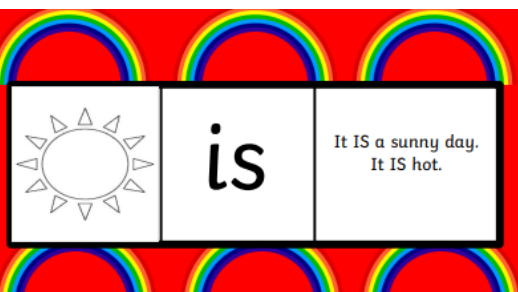
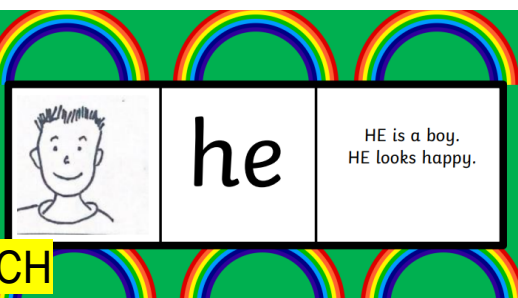
j j j

[Jolly phonics- 'v' song #jollyphonicsongs - YouTube](#)

Say the phoneme



Put your teeth against your bottom lip and make a buzzing vvvvv vvvvv



Practise Rainbow Words



Red rainbow words

Can you read these words?



an	at	in
if	★ a	as
★ is	★ the	★ I



Phase 2 HFW Words. Learn to Read - Pink Books
★Year 1 Common Exception Words



Online Games



The PhonicsPlay.co.uk website features a green frog logo and a search bar with a Google Custom Search button. A vertical sidebar on the left contains buttons for Home, Phase 1, Phase 2, Phase 3, Phase 4, Phase 5, and Phase 6. The main content area is titled "Phase 2 Interactive Resources" and displays two resource cards. The first card, "BURIED TREASURE", shows a game interface with a coin and a treasure chest, with text: "Blend to read the words on the coins. Are they real or fake? Great for: Practising blending". The second card, "Tricky Word Trucks", shows a game interface with a truck and a word, with text: "A tricky word (and other HFW) flashcards game. Great for: Practising reading tricky words." Both cards include a "Teaching ideas for this resource" link.

PhonicsPlay.co.uk

Logout

Home

Phase 1

Phase 2

Phase 3

Phase 4

Phase 5

Phase 6

Phase 2 Interactive Resources

BURIED TREASURE

Blend to read the words on the coins. Are they real or fake? Great for: Practising blending

Teaching ideas for this resource

Tricky Word Trucks

A tricky word (and other HFW) flashcards game. Great for: Practising reading tricky words.

Teaching ideas for this resource



The Nessy Hairy Phonics website features a green Nessy logo and a navigation bar with links for Home, About Phonics, Phonics Check, Play Now, and Join Us. The main content area is titled "Hairy Phonics" with the tagline "The best way to learn to read!". Below this, there is a section titled "Meet the Hairies!" featuring four cartoon characters (two grey, one pink, one black) and a "Play" button. To the right of the characters, text reads: "The Hairies will help you learn to read using phonics." A "BUY" button is also visible.

Nessy

Home About Phonics Phonics Check Play Now Join Us

Hairy Phonics

The best way to learn to read!

Meet the Hairies!

The Hairies will help you learn to read using phonics.

Play

BUY



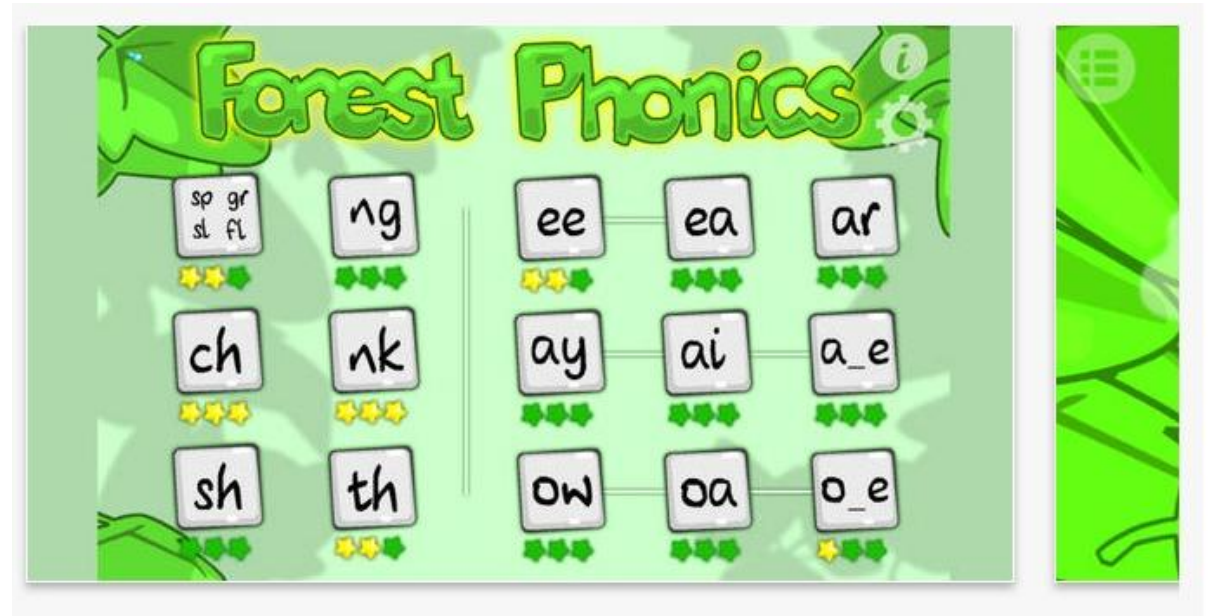
The Ladybird I'm Ready... For Phonics! game interface features a black background with yellow stars. The text "Ladybird I'm Ready... For Phonics!" is displayed in a large, colorful font. Below this, there are two buttons: a yellow "Benjamin" button and an orange "change player" button. A small cartoon ladybird character is visible in the bottom right corner.

Ladybird I'm Ready... For Phonics!

Benjamin

change player

Online Games



Pinterest

PHONICS BASKETS



Pinterest

