

St Bede's Catholic Primary School



Phonics

Intent, Implementation and Impact

Phonics at St Bede's

At St Bede's we believe there is no greater skill that we can teach a child than how to read fluently, thus opening a world of endless learning possibilities and academic success. We are resolute that only children with severe cognitive difficulties cannot learn the phonetic code, therefore at St Bede's we expect almost all children to learn to read through clear and progressive phonics teaching.

Direct phonics is started within the first few weeks of children starting school at St Bede's; no time is wasted. The phonics teaching is intensive, following the "Sounds-Write" programme.

At St Bede's we recognise that reading is not an innate skill – it is something that needs to be directly taught. Children do not learn to read by accident, or by being given books to 'read' with sounds in which they have not been taught. Our reading scheme (made up of Sounds Write books and Dandelion Readers/Launchers) have been carefully chosen to ensure that the home reading books are closely linked to the sounds that have been taught – so that children do not encounter words which they cannot decode. As children become more confident readers, carefully chosen books also include the 'Tricky Words' which children have been taught within the phonic scheme.

In order to ensure that all staff are able to deliver this high priority teaching to a high standard, all staff who work at St Bede's receive phonics training: all teachers need a firm foundation in early reading skills to support struggling readers at all ages.

Intent

Reading is the key that unlocks the whole curriculum so the ability to efficiently decode is essential. Children learn this through the systematic teaching of phonics. In phonics children learn to:

- Apply the skill of blending phonemes in order to read words.
- Segment words into their constituent phonemes in order to spell words.
- Learn that blending and segmenting words are reversible processes.
- Read common exception words that do not conform to regular phonic patterns.
- Read texts and words that are within their phonic capabilities as early as possible.
- Decode texts effortlessly so all their resources can be used to comprehend what they read.
- Spell effortlessly so that all their resources can be directed towards composing their writing

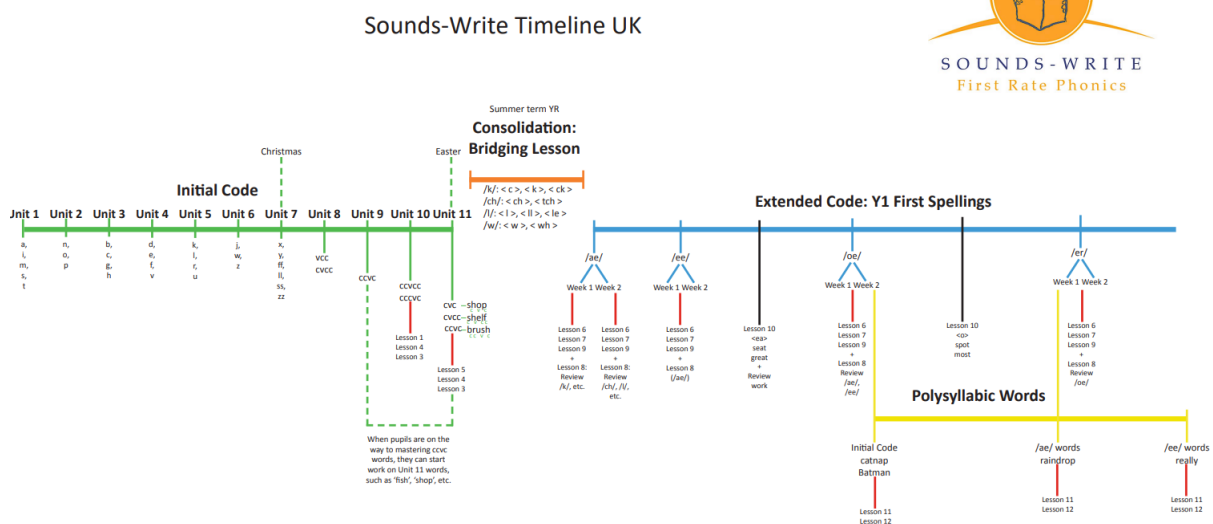
Implementation

How is this delivered at St. Bede's?

Sounds-Write

Early reading is underpinned by good quality systematic phonics teaching. Phonics is the process that is used to help children break down words into sounds, as well as building letter and word recognition. Sounds Write is a government approved linguistic phonics programme. The most crucial aspect of Sounds-Write is that it is a speech-to-print approach: it starts with what all children learn naturally, the sounds of their language, and teaches them how to represent those sounds in writing. Blending (the ability to push sounds together to build words to read) and segmenting (the ability to pull apart the individual sounds to write) are the key skills we emphasise throughout our phonic teaching. Another key skill introduced to children is phoneme manipulation. This is the ability to insert or delete sounds in words. These are taught alongside the conceptual knowledge that is essential to make sense of the English alphabetic code:

- Letters are symbols (spellings) that represent sounds.
- A sound may be spelled by 1, 2, 3 or 4 letters.
- The same sound can be spelled in more than one way.
- Many spellings can represent more than one sound.



Early Years

Nursery

From the very beginning of their school journey children in Nursery are immersed in a reading environment where books are a natural part of everyday life and experience.

Children are provided with daily opportunities to explore and experiment with sounds, differentiate between sounds and become familiar with rhythm, rhyme, and alliteration alongside frequent opportunities to sing songs and rhymes. Alongside this, children also develop their auditory skills, visual discrimination, sequencing and memory which are the pre-skills to reading and writing. Well-trained practitioners are intuitive to children’s development and seamlessly incorporate next steps into children’s play.

Preparing for phonics – how does sounds-write work in Nursery?

Sounds-Write is taught in daily 5-minute sessions to help children begin to identify the sounds in words. Practical resources are used each session as the children listen for the sounds. For example, the nursery teacher will introduce a teddy bear. His name is ‘Sam’. What is the first sound you can hear in ‘Sam’? She will elongate the sounds so the children begin to hear and separate them.

Reception

As children transition to Reception, they begin the Sounds-Write Programme and are introduced to the conceptual knowledge that letters are symbols (spellings) that represent sounds by trained practitioners. The skills the children develop are blending, segmenting and phoneme manipulation. The children are taught to decode fluently and accurately through series of lessons by physical word-building, sound swapping, symbol searching and dictation.

Initial Code		
NEW CODE KNOWLEDGE	SKILLS AND WORD STRUCTURE	CONCEPTUAL UNDERSTANDING
Unit 1 a, i, m, s, t	Segment, blend and manipulate sounds in CVC words	Sounds can be represented by spellings with one letter
Unit 2 n, o, p	CVC	
Unit 3 b, c, g, h	CVC	
Unit 4 d, e, f, v	CVC	

NEW CODE KNOWLEDGE	SKILLS AND WORD STRUCTURE	CONCEPTUAL UNDERSTANDING
Unit 5 k, l, r, u	Segment, blend and manipulate sounds in CVC words	Sounds can be represented by spellings with one letter
Unit 6 j, w, z	CVC	
Unit 7 x, y, < ff >, < ll >, < ss >, < zz >	CVC	Some spellings are written with a double consonant
Unit 8 No new code knowledge	VCC and CVCC 2 consonants in final position 3- & 4-sound words	

NEW CODE KNOWLEDGE	SKILLS AND WORD STRUCTURE	CONCEPTUAL UNDERSTANDING
Unit 9	CCVC 2 consonants in initial position	
Unit 10 No new code knowledge	CCVCC, CVCCC, and CCCVC 3 adjacent consonants 5-sound words	
Unit 11 < sh >, < ch >, < th >, < ck >, < ng >, < wh >, < q > < u >, < ve >, < tch >		Some spellings are written with two or three different letters < q > and < u > represent the sounds /k/ and /w/
Bridging Unit	/k/: < c >, < k >, < ck > /ch/: < ch >, < tch > /w/: < w >, < wh >	The same sound can be spelled in more than one way

Reception work on Units 1-7 in Autumn term, units 8-11 in the Spring Term and unit 12 in the Summer Term. Progress through the ‘initial code’ is constantly monitored and interventions are made by the practitioners to keep the cohort together, so learning continues as a class.

Key Stage 1

In Year 1 and 2, children are taught the extended code; that sounds maybe written in more than one way. Children continue to build words, identify spellings of sounds and sort words so that they are able to read and spell a rapidly growing number of words. Children begin to build polysyllabic words as they gain confidence with segmenting. Opportunities are provided to build fluency such as speed reading and group reading.

SOUNDS-Write FIRST YEAR PHONICS		SOUNDS: SPELLINGS:		SOUNDS-Write ACCELERATED READER		SOUNDS: SPELLINGS:	
Sounds-Write sequence Extended Code							
SKILLS: • segment: to spell words containing the target sound; • blend: to read words containing the target sound.		SKILLS: • to manipulate alternative sounds in and out of words.					
KNOWLEDGE: • a sound can be represented by more than one spelling; • the most common spellings which represent the target sound.		KNOWLEDGE: • a spelling can represent more than one sound; • the most common sounds represented by the target spelling.					
SOUNDS:		SPELLINGS:					
Unit 1	Sound /ae/ first spellings	Unit 10	Sound /oo/ (as in 'moon') first spellings	Unit 34	Sound /er/ more spellings	Unit 35	Sound /v/
Unit 2	Sound /ee/ first spellings	Unit 11	Sound /ie/	Unit 36	Sound /oo/ (as in 'moon') more spellings	Unit 37	Sound /j/
Unit 3	Spelling < ea >	Unit 12	Sound /oo/ (as in 'book')	Unit 38	Spelling < oo >	Unit 39	Spelling < g >
Unit 4	Sound /oe/ first spellings	Unit 13	Spelling < oo >	Unit 40	Sound /f/	Unit 41	Spelling < gh >
Unit 5	Spelling < o >	Unit 14	Sound /u/	Unit 42	Sound /m/	Unit 43	Sound /ar/ more spellings or sound /aw/ for US-English
Unit 6	Sound /er/ first spellings	Unit 15	Spelling < oo >	Unit 44	Sound /h/	Unit 45	Sound /k/
Unit 7	Sound /e/	Unit 16	Sound /s/	Unit 46	Sound /r/	Unit 47	Sound /t/
Unit 8	Sound /ow/	Unit 17	Spelling < s >	Unit 48	Sound /z/	Unit 49	Sound /eer/
Unit 9	Spelling < ow >	Unit 18	Sound /l/	Unit 50	Sound schwa /ə/		
		Unit 19	Sound /ar/ first spellings				
		Unit 20	Sound /air/				
		Unit 21	Sound /ue/				
		Unit 22	Spelling < ew >				
		Unit 23	Sound /oy/				
		Unit 24	Sound /ar/				
		Unit 25	Sound /o/				
		Unit 26	Spelling < a >				
		Unit 27	Sound /ae/ more spellings				
		Unit 28	Sound /d/				
		Unit 29	Sound /ee/ more spellings				
		Unit 30	Sound /i/				
		Unit 31	Spelling < y >				
		Unit 32	Sound /oe/ more spellings				
		Unit 33	Sound /n/				

In Key Stage 1, children are also taught polysyllabic words. They are taught that longer words comprise of separate syllables and that within each syllable the sounds are spelled. The syllables can be segmented and blended to read and spell these longer words. The lessons will allow pupils to read and spell 2, 3 and 4 syllable words accurately. Children will be taught about the common schwa (weak vowel) and how to deal with it in reading and spelling.

In Year 2 children begin to move from learning to read to reading to learn. As children become fluent decoders, they move from the phonic schemes of Sounds-Write and Dandelion books onto Accelerated Reader (AR). Initially an adult will help guide and support them with their choice of books matched to the ability (AR level). Much more focus is placed on reading for comprehension. Children are guided through learning opportunities: building fluency by sometimes re-reading books; expanding their repertoire and checking their comprehension. Our ultimate aim is for children to read freely, where the role of the teacher changes to become a curator/librarian who can provide direction and suggest suitable texts to pursue next.

Throughout this progress is constantly monitored by the class teacher and interventions are made by the practitioners to keep the cohort together. We aim to hear those children who

are struggling daily, children needing some encouragement and support twice weekly, with the rest of the class being heard weekly.

Children who do not reach National Expectations in Phonics/Reading

Some children take longer to learn how to read than others. When children leave Key Stage 1, we do not move them away from phonics until they can read at 90 words per minute (making them a fluent reader) and have a sound knowledge of the phonetic code. For children in KS2 who did not reach national expectations in their phonics knowledge at the end of KS1, RWI sessions are delivered daily by a trained practitioner (this is the phonics programme which the children taught during their time in KS1).

Reading Books

In Early Years and Key Stage 1, we have invested heavily in new reading books to support this programme. These are Sounds-Write books, Dandelion Launchers and Dandelion Readers.

Dandelion Launchers



Dandelion Readers



Sounds-Write



Impact

Children at St Bede's, love reading; they love listening to stories; they love sharing books with their friends; they love “escaping” with a book themselves. This begins through the teaching of phonics – which all our staff are passionate about.

The impact of our phonics programme is monitored by the Phonics Lead. Groups are adapted and changed on a half-termly basis following 1:1 assessments delivered by the Phonics Lead and class teachers. Class teachers and Group Leaders work closely together to share progress and monitor and track pupils throughout. Interventions are put in place for those children not making sufficient progress. Our aim is for pupils to complete the phonics programme as quickly as possible. The sooner they complete it, the sooner they will be able to choose books to read at their own interest and comprehension level.