

Phonics

At St Gabriel's we give a high priority to the teaching of phonics; every day KS1 pupils have a discrete phonics session.

We adopt the synthetic phonics approach through the 'Letters and Sounds' programme, LCP scheme of work. We also use songs and actions to support the children's memory of sounds. Synthetic phonics is the process of sounding out the individual sounds in an unknown word and then blending these sounds together in order to read the word. The scheme teaches the sounds in an order which allows them to quickly begin to put sounds together to read words.

Alongside the skills of blending (putting sounds together to read) and segmenting (breaking words down to spell them), the children are also taught words that cannot be sounded out (called 'tricky' words or 'sight' words), such as 'the' or 'are'. They learn to read and to spell these from memory within each phase.

The sessions in the LCP scheme of work are roughly 20 minutes long and following a four part structure each day of recap/revisit, teach, practice and apply.

Year R

Children will be learning phonics from different starting points.

Phase 1 phonics, has a focus on hearing and identifying sounds. There are seven aspects within phase 1:

1. General sound discrimination - environmental sounds
2. General sound discrimination - instrumental sounds
3. General sound discrimination - body percussion
4. Rhythm and rhyme
5. Alliteration
6. Voice sounds
7. Oral blending and segmenting

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

During phase 2 and 3, the children will learn the following sounds and tricky words:

Phase 2	Set 1	Set 2	Set 3	Set 4	Set 5	Set 6
	s, a, t, p	i, n, m, d	g, o, c, k	ck, e, u, r	h, b, f, ff	l, ll, ss
Tricky words introduced	the, to, I, no, go					

Phase 3	Set 6	Set 7	Set 8 - Consonant digraphs	Set 9 - Vowel digraphs	Set 10 - Vowel digraphs	Set 11 - Vowel digraphs	Set 12 - Vowel digraphs
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	j, v, w, x	y, z, zz, qu	ch, sh, th, ng	ai, ee, igh, oa	oo, ar, or, ur	ow, oi, ear	air, ure, er
Tricky words introduced	he, she, we, me, be, was, you, they, all, are, my, her						

Following on from this, children will use the above sounds to segment and blend in order to read words within sentences.

In Phase 4, no new graphemes are introduced. The main aim of this phase is to consolidate the children's knowledge and to help them learn to read and spell words which have adjacent consonants, such as 'trap', 'string' and 'milk'. A number of new tricky words are introduced within this phase:

Phase 4	Tricky words introduced
	said, have, like, so, do, some, come, were, there, little, one, when, out, what.

Year 1

The children may need to consolidate prior phonics knowledge before moving on to phase 5.

In phase 5, they learn the following new sounds:

Phase	a-e	au	aw	ay	e-e	ea	Tricky words
5	(as in came)	(as in Paul)	(as in saw)	(as in day)	(as in these)	(as in sea)	oh, their, people, Mr, Mrs, looked, called, asked.
	ew (as in stew)	ey (as in money)	ie (as in tie)	i-e (as in like)	ir (as in girl)	o-e (as in bone)	
	oe (as in toe)	ou (as in out)	oy (as in boy)	ue (as in clue)	u-e (as in June)		
			wh (as in when)	ph (as in Phil)			

They will then learn the alternative spellings for the sounds they know and begin to look at common spelling patterns.

Alternative Spelling For Phonemes

/c/	/ch/	/f/	/j/	/m/	/n/	/ng/	/r/	/s/	/sh/	/v/	/w/
k	tch	ph	g	mb	kn	n(k)	wr	c	ch	ve	wh
ck			dge		gn			sc	t(ion)		
qu									ss(ion, ure)		
x									s(ion, ure)		
ch									c(ion, ious, ial)		

/e/	/i/	/o/	/u/	/ai/	/ee/	/igh/	/oa/	/oo/	/oo/
ea	y	(w)a	o	ay	ea	y	ow	ew	u
	ey			a-e	e-e	ie	oe	ue	oul
				eigh	ie	i-e	o-e	ui	o
				ey	y		o	ou	
				ei	ey				
					eo				

/ar/	/or/	/ur/	/ow/	/oi/	/ear/	/air/	/ure/	/er/
a	aw	ir	ou	oy	ere	are	our	our
	au	er			eer	ear		e
	al	ear						u
	our							

New Phoneme

/zh/
vision

All children complete the national phonics screening in Year 1 during a specified week in June. Any children who did not take the test or did not pass the test in Year 1 will retake it again in Year 2.

Year 2

The children in Year 2 continue to follow the Letters and Sounds programme with the main focus on supporting children's fluency and accuracy in spelling.

Year 2 Spelling Curriculum	ge / dge / g (as in badge, age, giant)	ce / ci / cy (as in ice, city, fancy)	kn / gn (as in knight, gnaw)	le / el / il (as in puddle, tunnel, pencil)	y (as in dry)	al / all (as in ball, walk)
	o (as in mother)	wa / qua (as in watch, squash)	wor (as in work)	war (as in warm)	s (as in television)	-tion (as in station)

Children will be taught the many different rules for spelling plurals, and adding suffixes to words. Children are taught to understand when to apply which alternative spellings of words in which situation.

Suffixes	Meaning	Example
-ed	in the past/past tense	walked, climbed
-s/-es	more than one	pencils, boxes
-ing	doing something	singing, running
-ly	how something is done	quietly, angrily
-less	without	fearless, hopeless
-ful	full of	colourful, beautiful
-ness	state or condition	happiness, sadness
-ment	in the action of	movement, enjoyment
-er	more	lower, luckier

-est	most	lowest, luckiest
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Many words do not change when a suffix is added, but others do:

- Words that end with short vowel sound + consonant – double the last letter before adding suffixes that begin with a vowel such as -ed, -ing and -est, e.g. fit – fitter – fittest bat – batted – batting
- Don't double the last letter if the suffix begins with a consonant, e.g. bat – bats fit – fitness
- Words that end with consonant + 'y' – the 'y' becomes 'i' or 'ie' before the suffix is added, e.g. puppy – puppies, happy – happiness, lucky – luckier – luckiest, fry – fried
- Words that end with vowel + y do not change, e.g. monkey – monkeys enjoy – enjoying
- Words that end with x, zz, ch, tch, sh – add -es to make a plural, e.g. fox – foxes wish – wishes

Children will also be taught to:

- learn to spell common exception words
- learn to spell more words with contracted forms (eg, can't, isn't)
- learn the possessive apostrophe for singular nouns (eg, Tom's)
- spell homophones and near-homophones (eg, pear and pair)

Words used when talking about phonics:

Phoneme	Phonemes are the smallest unit of speech – sounds which make up a word. If you change a phoneme in a word, you would change its meaning. For example, there are three phonemes in the word sit /s/-/i/-/t/. If you change the phoneme /s/ for /f/, you have a new word, fit . If you change the phoneme /t/ in fit for a /sh/, you have a new word, fish – /f/-/i/-/sh/.
Grapheme	Graphemes are the written representation of sounds – the letters.
Digraph	A grapheme containing 2 letters that makes just one sound, eg /sh/ in shop or /ch/ in chip.
Trigraph	A grapheme containing 3 letters that makes just one sound, eg /air/ in pair or /igh/ in night.
Split digraph	A grapheme containing 2 letters but are separated by another sound, eg 'ae' in make is separated by the sound /k/ so it is split /a-e/.
Blend	The process of putting individual sounds together to read a word, eg sh-o-p, shop.
Segment	The process of breaking a word into individual sounds to spell a word.
Sound buttons	Teachers might use these under words to indicate whether the sound is a single letter sound (dot) or a digraph/trigraph (dash) to help children to blend the sounds correctly in the word, eg shop.

Assessment

All Reception, Year 1 and Year 2 pupils' phonics progress (and SPAG in Year 2) is assessed at least termly and identifies any pupils falling behind. Targeted support is given to these pupils. In Reception, reading attainment is assessed

ongoing against Development Matters and ELG in the EYFS Curriculum. In KS1 reading is assessed termly using PM Benchmarking and gaps are addressed quickly.

Love of Reading

Teachers and teaching assistants develop children's love of reading through reading aloud and telling stories and rhymes daily. Stories, poems, rhymes and non-fiction are carefully chosen to develop pupils' vocabulary, language comprehension and love of reading. Pupils are familiar with and enjoy listening to a wide range of stories, poems, rhymes and non-fiction. We also encourage the enjoyment of reading through such activities as exploring whole class texts together, meeting authors, visiting publishing houses, dressing up during World Book Week, imaginative reading displays and book corners and linking different creative activities to books we may be reading. Children have access to class libraries, a well-stocked school library and half-termly visits to Pimlico library.

Individual reading

Children are expected to read daily at home and have their reading log signed by their parent or carer. Children given reading books to take home that are closely matched to their ability in reading and to the phonics sessions taught. All children in KS1 also read these books with teachers and teaching assistants. Teachers and teaching assistants provide extra reading practice through the day for children who make the slowest progress. Children also have a class reading list specific to their age group with a selection of stretching books.

Shared and Guided reading

In KS1 Guided reading activities and sessions are planned according to a carousel, enabling children to read with another adult and for children of all abilities to be challenged appropriately. When children are not reading with the adult, they will be completing activities related to the book they have been reading and will be linked to an objective and reading skill (for example information retrieval or inference etc) The focus of Guided Reading at St. Gabriel's is reading for meaning, retrieval, comprehension, inference and deduction. Children have opportunities to read frequently during whole class English lessons. This may involve reading together as a class from the board or reading/sharing a range of texts. In Reception, children often participate in shared/group reading activities.