How phonics is taught

We teach four different groups ranging from phase 2 to 5. Children are taught on a daily basis and we follow the advised lesson structure which is divided into four parts:

1. **Recap**- previous phonemes/sounds.
2. **Teach** – new phonemes, tricky words/High Frequency Words.
3. **Practise** – spelling, reading or playing a game with these new phonemes/words.
4. **Apply** – use the phonemes/words in a real-life context.

Children play games, write sentences, answer written questions and these sessions only last for 15-20 minutes. Children learn best when it is fun and keep it short; little and often is the best.

In weekly planning you will come across a reference to 'Letter and Sounds' with the page number and our advice to you would be not to take that into account because it is a teaching resource for the teachers. You will also notice the terminology **GPC** used frequently in weekly planning. (**Grapheme-Phoneme Correspondence).** It relates to the individual letters or letters strings which represent individual sounds in the language.

Top tips

- Practise saying the phonemes daily e.g. "What is the first sound in the word 'cat'? What digraph does the word 'ring' end with?
- Learn to read and spell the tricky words/High Frequency Words.
- Play phonics games on the computer- parents are given free access to the resources.
- Expose children to other material to read e.g. small article in a newspaper, recipe, instructions on how to make something etc.

We follow PhonicsPlay scheme for our phonics teaching and due to ongoing pandemic crisis, they have decided to make PhonicsPlay free to use during this time. To access their resources you need to log on using following details:

Username: march20

Password: home

You can access the resources like Buried Treasure, flashcards and other interactive resources that you will be needing for daily teaching. We will be sending you our weekly phonics plan, but you will follow a similar format i.e

Revisit ⟶ **Teach** ⟶ **Practise** ⟶ **Apply**

Below is the example of two days planning for a child who (let's pretend) is working within phase 3 and we will be starting from week 1. This format will support you with your daily phonics teaching, please stick to the 4-part lesson and follow the daily plans provided to you.

Phase 5a Daily Phonics Planning (Weeks 1-4)

Week 3 New graphemes – wh, ph, ew, oe, au, ey Tricky words for spelling – said, so, have, like

Monday	**Introduce**	We are learning 2 new graphemes ***wh*** and ***ph***.
	Revisit	Practise GPCs particularly any that the assessments showed children struggling with. Play Flashcards or Quickwrite Graphemes **Flashcards: Speed Trial, Flashcards: Time Challenge**
	Teach	Write the graphemes **wh** and **ph**. Ask all children to say the phoneme and write the phoneme in the air, on each other's backs etc.
	Practise	Play Buried Treasure. Choose words from: ***when, phen, which, phonics, wheck, graphics, wheel, whump, alphabet, craph, wheem, whisper, graph, braphics.*** ***Buried Treasure, Dragon's Den, Picnic on Pluto***
	Apply	Hold up sentence on card or whiteboard One child reads – encourage them to blend if they get stuck - then all children read together. ***Which is a dolphin better at, jumping or swimming? Phonics is about sounds. I can whisper them or say them loud. When will you take a photo of a big wheel?*** ***Sentences***
	Assess	Make notes on assessment sheet.
Tuesday	**Introduce**	We are learning a new grapheme ***ew***
	Revisit	Practise GPCs particularly any that the assessments showed children struggling with. Play Flashcards or Quickwrite Graphemes. **Flashcards: Speed Trial, Flashcards: Time Challenge**
	Teach	Write the grapheme **ew**. Ask all children to say the phoneme and write the grapheme in the air, on each other's backs etc. Explain that this grapheme can make two slightly different sounds as in blew and stew.
	Practise	Play Countdown. Words: ***blew, screw, nephew, threw, stew, grew, flew, drew, brew, few***
	Apply	Hold up sentence on card or whiteboard One child reads – encourage them to blend if they get stuck. All children read together. ***A balloon blew up in the air and flew away. My nephew is called Drew. What can you do if you find a screw in your stew?*** ***Sentences***
	Assess	Make notes on assessment sheet.
Wednesday	**Introduce**	We are learning to spell the tricky words: ***said, so, have, like***.
	Revisit	Practise GPCs particularly any that the assessments showed children struggling with. Use the games Flashcards or Quickwrite Graphemes **Flashcards: Speed Trial, Flashcards: Time Challenge**
	Teach	Teach spelling of the tricky words: ***said, so, have, like*** See instructions on p148
	Practise	Practise spelling the tricky words ***said, so, have, like*** see p149
	Apply	Read a sentence. Ask children to write on whiteboards. Encourage children to sound talk tricky words. ***My nephew said the alphabet. Will a dolphin whisper so that he can have a throat sweet? An elephant said he flew like a bird. Do you think that this is true?*** ***Sentences***
	Assess	Make notes on assessment sheet.
Thursday	**Introduce**	We are learning two new graphemes ***oe*** and ***au***
	Revisit	Practise GPCs particularly any that the assessments showed children struggling with. Use the games Flashcards or Quickwrite Graphemes. **Flashcards: Speed Trial, Flashcards: Time Challenge**
	Teach	Write the graphemes **oe** and **au**. Ask all children to say the phoneme and write the grapheme in the air, on each other's backs etc.
	Practise	Play Buried Treasure. Words: ***toe, goes, launch, August, poe, troes, baunch, audunk*** ***Buried Treasure, Dragon's Den, Picnic on Pluto***
	Apply	Hold up sentence on card or whiteboard One child reads – encourage them to blend if they get stuck. All children read together. ***Can a toe be jaunty? Can a rocket launch in August? Will a haunted venue make you scream?*** ***Sentences***
	Assess	Make notes on the assessment sheet.
Friday	**Introduce**	We are learning a new grapheme ***ey***
	Revisit	Practise GPCs particularly any that the assessments showed children struggling with. Use the games Flashcards or Quickwrite Graphemes. **Flashcards: Speed Trial, Flashcards: Time Challenge**
	Teach	Write the grapheme **ey**. Ask all children to say the phoneme and write the grapheme in the air, on each other's backs etc.
	Practise	Play Buried Treasure. Words: ***donkey, jockey, turkey, trolley, tronkey, surkey, strolley, quockey*** ***Buried Treasure, Dragon's Den, Picnic on Pluto***
	Apply	Children read sentences on cards. **Can a jockey win on a donkey? Will a girl put a trolley in a turkey? Did Santa get stuck up the chimney?** ***Sentences***

Week 4 New Graphemes: a_e, e_e, i_e, o_e, u_e Tricky words for spelling: some,