

# PHONICS

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NOVEMBER 2022

## **At Hemingford, we aim to...**

- Develop a positive environment to facilitate a love of reading... a culture of reading.
- Ensure reading is at the heart of our curriculum and held in highest regard.
- Be reflective about making changes to the teaching of reading to improve results.
- Ensure resources are current and impactful on improving results.
- Recognise when additional support is required and ensure this is implemented.
- Develop a consistent approach to reading across the school.

**Reading all starts with phonics...**

# What is Phonics?

Phonics is a way of teaching children to read quickly, skillfully and progressively. They are taught how to:

- recognise the sounds that each individual letter makes;
- identify the sounds that different combinations of letters make - such as 'sh' or 'oo'
- blend these sounds together from left to right to make a word.

Children can then use this knowledge to 'de-code' new words that they hear or see.

This is the first important step in learning to read.



## WHAT DOES PHONICS AND READING SESSIONS LOOK LIKE AT HEMINGFORD?

- We have just started a new phonics scheme due to the change in DFE requirements from March 2022 – ‘FFT Success for All Phonics’
- Children have a 20 minute phonics lesson daily where from Reception, sounds are introduced daily. This is followed by a 20 minute reading session where children access books closely linked to the sounds they are learning.
- Children are grouped according to the sounds that they are secure with and assessed half termly.


# DAILY PHONICS SESSIONS

Weekly Phonics Lesson Plan

Step 37

Year 1 – Term 1

ea (e)

	Review Previously Learnt GPCs (10 minutes)			Teach › Practise › Apply New GPCs (15 minutes)					
	Read GPCs	Stretch and Read	Quick Erase	Present New GPC	Say it Fast	Break it Down	Stretch and Read	Spelling Practice	Write Words and Sentences
Day 1	air ure er ay ou ie	mixer even* spied don't	scowls equal* pedal	pies › spies › spied › speed › seed › see › sure › cure   ea /ee/	m-ea-n c-l-ea-n s-p-ea-k-s d-r-ie-d	s-ea-t g-l-ea-m t-r-ea-t f-r-ie-s	meal peaches scream	beef he leap please she feed	pays dried sound under meal beast clean dream

# DAILY READING SESSIONS

Shared Reader 37: Little Peach


Year 1 – Term 1

Shared Reader Weekly Lesson Plans

## Learning Objectives:

**Reading:** Check that the text makes sense to them as they read and correct inaccurate reading.

**Writing:** Join words and clauses using the conjunction 'and'.

	Explore (5m)	Word Time (5m)	Choral Read (15m)	Discussion Time (5m)
Day 1	<p><b>Preview</b></p> <ul style="list-style-type: none"> <li>Have you ever eaten a peach? What is inside?</li> <li>How do peach trees grow?</li> </ul> <p><b>Predict</b></p> <ul style="list-style-type: none"> <li>What do you think this story is going to be about?</li> </ul> <p>Record and retain predictions to revisit at the end of the lesson.</p> 	<p>Model stretching and reading <b>Green Words</b>. If required, briefly explore new vocabulary such as 'surf' and 'shoot'.</p> <p>Select a <b>Green Word</b> with more than one syllable (e.g. 'beneath') and model the Finger Detective strategy.</p> <p>Teach <b>Red Words</b> by modelling how to decode the phonetically regular parts of the word (if applicable) and identify the 'tricky' grapheme. Then use Say-Spell-Say to spell the entire word.</p> <p>Partners practise <b>Green Words</b> and <b>Red Words</b> together.</p> 	<p>Read the text chorally with the class. Use previously learnt skills such as Stretch and Read and Fast Blending where appropriate.</p> <p>Explain the conjunction 'and' in the sentence 'The peach leans and sways on its twig.'</p> <p>Sometimes sentences have more than one idea in them. We join those ideas together with special words called 'conjunctions'. The word 'and' is a conjunction that you use when you talk, and today we will see it at several points in the story.</p> 	<p><b>Prediction Review</b></p> <ul style="list-style-type: none"> <li>What adventures did Little Peach have? Were they what you expected?</li> <li>What happened to Little Peach in the end?</li> </ul> <p>Use Think-Alouds to encourage children to elaborate and extend their answers.</p> 

# DAILY READING SESSIONS

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# DAILY READING SESSIONS

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## Green words

Practises ea, e

peach	stream	eats
east	sea	heat
leaves	beach	dreams
beats	treat	he
leans	reach	
beneath	feast	

## Red words

New red words

<u>cl</u> imb	p <u>a</u> ss*	f <u>a</u> st*
p <u>a</u> th*		

# Introduction of sounds

Sounds are introduced from Reception and are taught from Phase 2 to Phase 6.

## Phase 2

Phase 2 will build on these existing skills that children now possess. children will focus on listening to the sounds around them and also begin building on their segmenting and blending skills in letters and sounds. The aims of phase 2 phonics are to:

- develop knowledge and understanding of at least 19 letters;
- practise letter recognition for reading and recall for spelling;
- practise oral blending and segmentation;
- practise blending for reading VC and CVC words;
- learn VC and CVC words for spelling;
- practise high-frequency common words;
- and develop exposure to two-syllable words for reading.

**Set 1:** s a t p

**Set 2:** i n m d

**Set 3:** g o c k

**Set 4:** ck e u r

**Set 5:** h b f, ff l, ll ss

# Introduction of sounds

Sounds are introduced from Reception and are taught from Phase 2 to Phase 6.

## Phase 3

This third phase of letters and sounds phonics and introduces twenty-five new graphemes one at a time. Here, teachers will introduce letter sounds including j, v, w, x Set 7: y, z, zz, qu, consonant digraphs: ch, sh, th, ng and vowel digraphs and trigraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er. This phase will aim to teach and support pupils in:

- learning letter names;
- learning two-letter and three-letter GPCs;
- practising grapheme recognition for reading and spelling;
- practising blending for reading;
- practising segmentation for spelling;
- practising high-frequency words
- reading and spelling two-syllable words;
- and reading and writing captions and sentences.

25 more grapheme-phoneme  
Correspondences

Set 6: j v w x

Set 7: y z, zz qu

Phase 3 two (digraphs) and three letter  
(trigraph) graphemes:

ch, sh th ng ai ee igh oa oo ar or  
ur ow oi ear air ure er

# Introduction of sounds

Sounds are introduced from Reception and are taught from Phase 2 to Phase 6.

## Phase 4

By phase 4 letter and sounds phonics, children should be able to blend confidently to work out the sound of new words. They should be able to read words right away without sounding them out. And they should be able to write each letter. By the end of phase 4, every child in the class should be able to:

- give the sound when shown of any phase two or three graphemes;
- find any phase 2 and 3 graphemes, from a display, when given the sound;
- blend and read words containing adjacent consonants;
- segment and spell words containing adjacent consonants;
- read the tricky words: some, one, said, come, do, so, were, when, have, there, out, like, little and what;
- and spell the tricky words: he, she, we, me, be, was, my, you, her, they, all and are.

No new sounds are introduced in Phase 4



# Introduction of sounds

Sounds are introduced from Reception and are taught from Phase 2 to Phase 6.

## Phase 5:

Phase 5 letters and sounds phonics introduces a whole new set of graphemes and phonemes for reading and writing. Alternative pronunciations for graphemes are introduced too, such as 'ea' in 'pea,' 'read' and 'break.' Phase 5 Phonics is essential because it's common in the English language. At this stage, pupils will learn:

- further graphemes for reading;
- alternative pronunciations for graphemes;
- recognition of graphemes in reading words;
- to read and high-frequency words;
- to read two and three-syllable words;
- alternative spellings for phonemes;
- and to spell two and three-syllable words.

New graphemes, alternative pronunciations for those already known and alternative spellings for phonemes

**New graphemes:** ay (day) ou (out) ie (tie) ea (east) oy (boy) ir (girl) ue (blue) aw (saw) wh (when) ph (photo) ew (new) oe (toe) au (Paul)

**Split digraphs** a-e (make) e-e (these) i-e (like) o-e (home) u-e (rule) **New pronunciations for known graphemes:** i (fin, find), o (hot, cold), c (cat, cent), g (got, giant), u (but, put (in south of England), ow (cow, blow), ie (tie, field), ea (eat, bread), er (farmer, her), a (hat, what), y (yes, by, very), ch (chin, school, chef), ou (out, shoulder, could, you)

**Alternative spellings for phonemes:**

'oi' and 'oy' both make the same sound but are spelt differently and are used in different words. At this point, children will learn which grapheme to use for the correct spelling.

# Introduction of sounds

Sounds are introduced from Reception and are taught from Phase 2 to Phase 6.

## Phase 6:

By phase 6 letters and sounds, children will have already gained a lot of confidence and skills. Now, they need to develop their fluency as a reader and increase their accuracy when spelling. Children will be able to sight-read a large number of words. When coming across an unfamiliar word, they have a range of strategies to decode them including their sounding and blending skills.

# Reading scheme in EY and KSI

Lower down the school, reading is heavily reliant on the sounds that the children have learnt. This will help to determine their book band. Children will bring their reading scheme book home along with their reading record to apply their phonics to decoding a text.

In order to continue their journey to being a competent reader, the children must also be able to comprehend what they are reading and answer questions about the text. This is the reason children's books are changed on a weekly basis as it allows time to revisit the text that has been decoded and discuss it in detail.

These are the colours in order of our scheme.



Children are expected to be reading yellow books by the end of Reception.

Children are expected to be reading orange books by the end of Year 1.

Children are expected to be reading lime books by the end of Year 2.

# Reading for pleasure

In KS1 we share stories all of the time. There is a mixture of stories chosen by both the adults and the children that are shared on a daily basis. The children also have an allocated time slot each day where they will choose a book to read independently. This is also, when the adults can look to hear the children read and change their books.

6-8 years



Amazing Grace  
Mary Hoffman



The Arrival  
Shaun Tan



Asterix the Gaul  
René Goscinny  
and Albert Uderzo



A Bear Called  
Paddington  
Michael Bond



The BFG  
Roald Dahl



Charlotte's Web  
E.B. White



Clarice Bean, That's Me  
Lauren Child



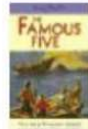
Diary of a Wimpy Kid  
Jeff Kinney



The Enchanted Wood  
Enid Blyton



Finn Family  
Moomintroll  
Tove Jansson



Five on a  
Treasure Island  
Enid Blyton



Flat Stanley  
Jeff Brown



Horrid Henry  
Francesca Simon



Little House in  
the Big Woods  
Laura Ingalls Wilder



The Milly-Molly-Mandy  
Storybook  
Joyce Lankester Brisley



Mister Magnolia  
Quentin Blake



My Naughty  
Little Sister  
Dorothy Edwards



Pippi Longstocking  
Astrid Lindgren



The Queen's Nose  
Dick King-Smith



That Rabbit Belongs  
to Emily Brown  
Cressida Cowell



The Sheep-Pig  
Dick King-Smith



The Story of Babar  
Jean de Brunhoff



The True Story of  
the Three Little Pigs  
Jon Scieszka



Winnie-the-Pooh  
A.A. Milne



The Worst Witch  
Jill Murphy

# Guided Reading

Guided reading is completed alongside reading for pleasure and is adult led. Year 1 and 2 complete this separately from each other as there are many differences in the skills are required.

This session is more focussed and will be planned to include the skills of reading including, summarising, inference and making predictions.

## Mrs Wobble the Waitress

Allan Ahlberg

Mrs Wobble was a waitress. She liked her work. The customers liked her. The only trouble was – she wobbled.

One day Mrs Wobble wobbled with a bowl of soup. The soup landed on a customer's dog. Mrs Wobble got told off.

The next day Mrs Wobble wobbled with a roast chicken. The roast chicken landed on a customer's head. Mrs Wobble got told off again.

The next day Mrs Wobble wobbled with a plate of jelly. The jelly landed on the manager's head. Mrs Wobble got the sack.

What was Mrs Wobble's job?

- 1) ☐ a waitress
- 2) ☐ a cook
- 3) ☐ a cleaner
- 4) ☐ a driver

## FOREST



- What's on the other side of the door?
- What is the girl holding in her hand? Why?
- How did she get to the forest?
- Where is this?
- Who hung the lanterns in the trees?
- Where does the stream lead?