

Finlay Community School

Phonics

Our Whole School Curriculum Intent

At Finlay, we aim to teach a broad and balanced curriculum that enables children to enjoy, achieve and succeed in line with the National Curriculum. We provide opportunities to develop the children's cultural capital and ensure they are life-long learners, who are ready for the next step of their education and to thrive in Society. In addition to teaching the National Curriculum, we also aim for our children to leave school with a SMILE! Our SMILE values are: social awareness, mental health and wellbeing, independence, life skills and excellent aspirations. We provide opportunities to develop these values in all curriculum areas.

Our Phonics Intent

At Finlay Community School, we strive to ensure that all children become successful, fluent readers by the end of Key Stage One and believe this is achievable through a combination of strong, high quality, discrete phonics teaching combined with a whole language approach that promotes a 'Reading for Pleasure' culture.

As learners in our school, our children:

- Use the skills of segmenting and blending to read words.
- Have the opportunity to engage in a variety of activities that will support and develop their learning and skills.
- Become fluent and confident readers by applying their phonics knowledge learnt through each set of sounds.
- Use and apply their phonics knowledge in other curriculum subjects when reading, spelling and writing

Whole School Curriculum Overview:

Phonics Overview

Pre- school

Children to be taught set 1 sounds, 1 sound a week.

- Recognise single sounds.
- Picture cards
- Oral segmenting

Children to be confident in set 1 sounds including Special friends. To continue to learn set 2 and 3 sounds.

- Be confident in segmenting and blending.
- Read and recognise red words.
- To be aware of alternative spelling patterns.
- Read non-sense words.
- Complete phonics screening check.

Year 1

Reception

Children to learn set 1 and special friends sounds confidently. Start learning set 2 sounds.

- Children to be able to segment and blend confidently with the sounds they know.
- Learn and use Fred fingers.
- Recognise some red words.
- Begin to read non-sense words.

Year 2

Children to be confident to read all of set 1, 2 and 3 sounds.

- Become confident of alternative spelling patterns,
- Be able to read with fluency,
- Read multi-syllabic words.
- Signed off the RWI programme.

Coverage Term by Term (EYFS – Year 2)

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pre-school	Who is who? Who lives at your house? How do you feel? What happens in autumn?	Who lives, far, far away? What happens in Winter? Christmas	What is beyond the clouds? What would I find on a treasure island? Could I walk with dinosaurs? What would I find in the the woods?	Who helps me when I am hurt? Who helps my pet if they are hurt? Who can check my teeth? How can I be safe on the road?	What would I find on the farm? What would I find at the zoo? What would I find under the sea? What would I find on safari?	How do plants grow? How do mini beasts grow? What happens in summer? Who helps me at school?
Phonics knowledge	Settling in. Teach 'm. the week before Christmas Picture side of card available in freeflow.	Start to teach single sounds - set 1. 1 sound per week. Teaching m-picture week before and when teaching m teach the picture for a. Teach picture side following week. Oral Blending- Fred Talk	Single sounds - set 1. 1 sound per week. Teaching a sound- picture week before and when teaching the sound. Also teach the picture only for next sound. Oral Blending- Fred Talk Games- 5 minutes before break / lunch / end of the day.	Single sounds - set 1. 1 sound per week. Teaching a sound- picture week before and when teaching the sound. Also teach the picture only for next sound. Oral Blending- Fred Talk Games- 5 minutes before break / lunch / end of the day.	Single sounds - set 1. 1 sound per week. Teaching a sound- picture week before and when teaching the sound. Also teach the picture only for next sound. Oral Blending- Fred Talk Games- 5 minutes before break / lunch / end of the day.	Single sounds - set 1. 1 sound per week. Teaching a sound- picture week before and when teaching the sound teach the picture for next sound. Teach picture side following week. Learning to use Fred Fingers games

		Games- 5 minutes before break / lunch / end of the day.				
Reception	It's Good to be Me	Let's Celebrate	Once Upon a Time		Are we nearly there yet?	Moving on up!
Phonics knowledge	Teach for 3 weeks - set 1 sounds. 1 sound a day. Assess the children week 3 ready for grouping. Week 5 - set groups.	Teach in appropriate groups. 6 differentiated groups. Assess after 6 weeks.	Teach in appropriate groups. 6 differentiated groups. Assess after 6 weeks.	Teach in appropriate groups. 6 differentiated groups. Assess after 6 weeks.	Teach in appropriate groups. 6 differentiated groups. Assess after 6 weeks.	Teach in appropriate groups. 6 differentiated groups. Assess and group ready for year 1.
Teaching for the term	Read First 16 Set 1 sounds Learning to blend: Word Time 1.1 to 1.4 with white speed sound cards. Fred Finger routines	Read all single letter sounds and blend orally Read words: Word Time 1.1 to 1.4 on Green Word Cards. Review previously	Read to blend all CVC and learn Set 1 Special Friends, review Set 1 single letter sounds (reading only) Read 3 sound words: Word Time 1.5 and 1.6	CCVC, CVCC and 5 sound words (stamp/strip) Read 4/5 sound words: Word Time 1.6 and 1.7 Review Word Time 1.2 to 1.5	Set 2 to be taught- focus on first half ay/ee/igh/ow/oo/oo teaching 3 sounds a week Read green words with set 2 sounds in. Continue to review Word Time 1.6 and 1.7	Set 2 Sounds - focus on 2nd half ar / or / air/ ir/ou/oy teaching 3 sounds a week. Read green words with set 2 sounds in. Continue to review Word Time 1.6 and 1.7

	Spell using Fred Fingers CVC Fred Talk Games	taught words (1.1 to 1.4) Spell using Fred Fingers CVC	Review Word Time 1.2 to 1.4 Read 3 sound nonsense words includes with Set 1 and Special friends (chit) Spell using Fred Fingers including SF	Read 4 sound nonsense words Spell using Fred Fingers 4/5 sound	Read 3/4 sound nonsense words Spell using Fred Fingers Build fluency with commonly occurring storybook words (with/off/have)	Read 3/4 sound nonsense words Spell using Fred Fingers Build fluency with commonly occurring storybook words (with/off/have)
Minimum expectation RWI colour band by end of the term	IB	IC	Ditty PCM	Red Ditty Books	Read green books.	Read green or purple books
Year 1	Finlay Toy Factory		Where oh Where is Finlay Bear		The Great Space Race	
Phonics knowledge	Children to be taught in 4 - 5 differentiated groups. Assess every 6 weeks.	Children to be taught in 4 - 5 differentiated groups. Assess every 6 weeks.	Children to be taught in 4 - 5 differentiated groups. Assess every 6 weeks.	Children to be taught in 4 - 5 differentiated groups. Assess every 6 weeks.	Children to be taught in 4 - 5 differentiated groups. Assess every 6 weeks.	Children to be taught in 4 - 5 differentiated groups. Assess ready for year 2.
Teaching for the term	Teach set 2 sounds- teach to gaps.	Teach set 2 sound gaps	Teach Set 3 first half (ea / oi / a-e/ i-e	Teach Set 3 second half (er/ ow/ ai/	Review Set 3 sounds, teaching to gaps.	Read all of Set 1, 2 and 3

	<p>Read all Set 2 Sounds and Phonics Green Words Read Set 1 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers</p>	<p>Read all Set 2 Sounds and Phonics Green Words Read Set 1 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers</p>	<p>/o-e /u-e/ aw/ are / ur)</p> <p>Read Set 3 Sounds and matched Phonics Green Words (once reading Set 2 sounds and words confidently) Read Set 1 and 2 Phonics Green Words and build speed. Read nonsense words. Spell using Fred Fingers: focus on Set 2 word.</p>	<p>oa/ ew/ ire/ ear /ure.)</p> <p>Sounds and matched Phonics Green Words Read Set 1, 2 and 3 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers: Set 2 and 3 words</p>	<p>Sounds and matched Phonics Green Words Read Set 1, 2 and 3 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers: Set 3 words with matching Set 2 sound words for review.</p> <p>(Phonics screening check - June)</p>	<p>Corresponding Phonics Green Words Read Set 1, 2 and 3 Phonics Green Words speedily Read nonsense words Spell using Fred Fingers: Set 2 and 3 words</p>
<p>Minimum expectation RWI colour band by end of the term</p>	<p>Read purple books.</p>	<p>Read pink books</p>	<p>Read orange books</p>	<p>Read yellow books</p>	<p>Read yellow books</p>	<p>Read Blue books</p>

Year 2	Heroes in History Florence Nightingale and Mary Seacole		Around the World in ... Days Passport theme		The Great Fire of London & The Tudors	
Phonics knowledge	Children to be taught in 4 differentiated groups	Children to be taught in 4 differentiated groups	Children to be taught in 4 differentiated groups	Children to be taught in 4 differentiated groups	Children to be taught in 4 differentiated groups	Children to be taught in 4 differentiated groups
Teaching for the term	<p>Read all of Set 1,2 and 3 Sounds in multi-syllabic words</p> <p>Sounds and corresponding Phonics Green Words Read Set 1, 2 and 3 Phonics Green Words speedily Read nonsense words Spell using Fred Fingers: Set 2 and 3 words</p>	<p>Read all of Set 1,2 and 3 Sounds in multi-syllabic words</p> <p>Sounds and corresponding Phonics Green Words Read Set 1, 2 and 3 Phonics Green Words speedily. Read nonsense words Spell using Fred Fingers: Set 2 and 3 words</p>	<p>Read all of Set 1,2 and 3 Sounds in single syllable/multi- syllabic words with fluency Sounds and matched Phonics Green Words Speedily Read multi-syllabic words. Read nonsense words Spell using Fred Fingers: multi-syllabic, Set 2 and 3 words</p>	<p>Read all of Set 1,2 and 3 Sounds in single syllable/multi- syllabic words with fluency Sounds and matched Phonics Green Words speedily Read multi- syllabic words Read nonsense words Spell using Fred Fingers: multi- syllabic, Set 2 and 3 words</p>	<p>Access comprehension and spelling programmes.</p>	<p>Access comprehension and spelling programmes</p>

		Concentrate on fluency.				
Minimum expectation RWI colour band by end of the term	Read blue books.	Read Grey books	Read grey books with fluency and comprehension.	Assessed as off the programme.		

Assessment

When the children start in Reception the children will have 3 weeks of single sound teaching. After this time the Phonics lead or an adult that has had the implementation Read Write Inc training, will assess the children and group them appropriately using the Finlay assessment and Read Write Inc assessment grids.

In all year groups the children will be grouped appropriately to match their abilities.

Children will be assessed every 6 weeks to ensure the children are making progress and to identify any children who may need some extra support such as interventions. Children are assessed in their phonics lesson every day by the adult through observations. If we feel there is a child who needs to move groups before the 6 week assessment period then this will be done. Towards the Phonics Screening Check, Year 1 pupils will be given practice papers to identify specific skills or any gaps in learning.

Finlay Phonics Assessment	
Name:	Date:
A/1	m a s d t i n p g o o k u b f e l h r j v y w x z
B/2	Sad fan tap map cup bid run hen gop rop baf lid ved
C/3	sh th ch qu ng nk shop chip rush thin ring sink quan losh chup ling thip
D/4	Splash thole hand dress click Scomp poll stoff pand plick
E/5	ay ee igh ow oo oo play sleep flight blow spoon shook
F/6	ar or air ir ou oy part horse fair whirl shout toy
G/7	glight mout goy jair kirn vard storf slair flarf snay stoon trow ploun gleep
H/8	a-e i-e o-e ea shake pipe smoke clean pake jike doke feap
I/9	u-e ai oa ew oi ire ear er aw ow ure are ur stain float shrew spoil fire hear her claw brown pure share burn nude sour gloip slaw gler soear plare clomp smire skew soroop bluke graip hure
J/10	complain delay mistake disagree recognise tomorrow continue remark disappoint inspire admire attention delicious

Notes when marking:

If children can segment but not blend put stars under the sounds to show they can do this.

Example of complete assessment:

Finlay Phonics Assessment	
Name:	Date:
A/1	m a s d t i n p g o o k u b f e l h r j v y w x z
B/2	Sad fan tap map cup bid run hen gop rop baf lid ved
C/3	sh th ch qu ng nk shop chip rush thin ring sink quan losh chup ling thip
D/4	Splash thole hand dress click Scomp poll stoff pand plick
E/5	ay ee igh ow oo oo play sleep flight blow spoon shook
F/6	ar or air ir ou oy part horse fair whirl shout toy
G/7	glight mout goy jair kirn vard storf slair flarf snay stoon trow ploun gleep
H/8	a-e i-e o-e ea shake pipe smoke clean pake jike doke feap
	u-e ai oa ew oi ire ear er aw ow ure are ur

The staff member will assess the children by flashing cards and highlighting the sounds/ words they know. This will be done every 6 weeks. The sounds/ words the children do not know must be left blank. Every time the children are assessed it needs to be highlighted in a different colour and specify what term it is - this should indicate the gaps within the child's phonics knowledge. If a child is able to sound out, but not blend, then dots are to put under the sounds to show that they know how to sound out but not blend; for example the child says "c - a - t" but then says "cap".

Grouping

Children will be grouped appropriately to ensure their needs are being met.

The teaching of phonics in groups will be taught within their year group.

The staff member of each phonics group will be responsible for matching the children's home reader to ensure the books match the children's phonics knowledge.

Planning

All year groups teaching phonics will use Finlay Phonics Planning. Planning for phonics will be done separately (planning template below) from literacy but with the understanding that good phonics teaching should link to the literacy needs of the children within a literacy lesson and across the curriculum. Each Phonics lesson should include the following sections:

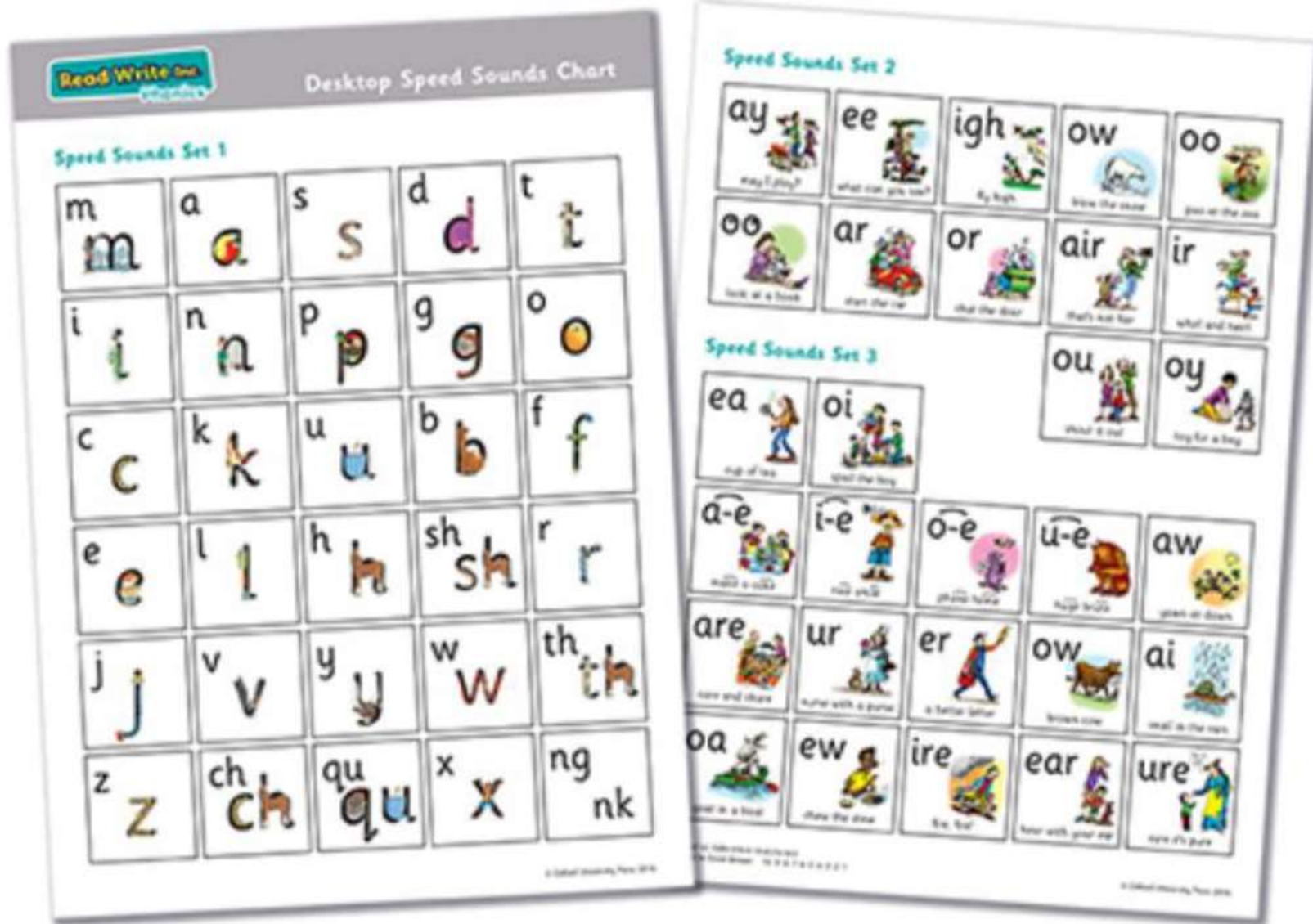
- *Revise* - Overlearn the previous graphemes and words.
- *Teach* - Introduce a new grapheme / phoneme words / tricky words.
- *Practise* - Develop GPCs (grapheme phoneme correspondences) / read and spell new words / tricky words.
- *Apply* - Use the new graphemes / words in games and activities to secure knowledge.
- *Assess* - Monitor progress within each phase to inform planning.

Please see planning format for phonics. This shows what is to be expected in each phonics lesson.

Week 1. Graphemes: ay, ou, ie, ea.					
Teaching: Practise recognition and recall of set 1 as they are learned. Teach new graphemes for reading (about 4 a week). Practise reading and spelling words with adjacent consonants and words with newly learned graphemes. Teach reading the words: people, Mr. Practise reading and spelling HF words. Practise reading and spelling polysyllabic words. Practise reading sentences. Practise writing sentences.					
	Monday	Tuesday	Wednesday	Thursday	Friday
Revisit / Review Practise previously learned graphemes	Recap previously taught sounds from Set 1	Recap previously taught sounds from Set 1 plus ay	Recap previously taught sounds from Set 1 plus ay and ou	Recap previously taught sounds from Set 1 plus ay, ou and ie	Recap all graphemes from the week. Recap all tricky words from the week.
Teach Teach new graphemes Teach tricky words	Teach phoneme ay – Tell chn the new sound first. My turn your turn. Show the sound. What two graphemes make the ay phoneme? a & y Teach reading people, mix into previously taught tricky words	Teach phoneme ou – Tell chn the new sounds first. My turn, your turn. Show the sound. What two graphemes make the ou phoneme? o & u Teach reading Mr, mix into previously taught tricky words	Teach phoneme ie – Tell chn the new sounds first. My turn, your turn. Show the sound. What two graphemes make the ie phoneme? u & e Teach reading Mrs, mix into previously taught tricky words	Teach phoneme ea - Tell chn the new sounds first. My turn, your turn. Show the sound. What two graphemes make the ea phoneme? e & a Teach reading called mix into previously taught tricky words	Recap sounds from the week (ay/ ou/ie/ea) Read a range of words containing taught sounds from the week. Recap all taught tricky words from this week
Practise Practise blending and reading words with the new GPC. Practice segmenting and spelling words with the new GPC	Children to write ay words on their white boards by segmenting – play, may, tray, clay Read the following words by blending: spray, say, crayon, delay Read real and nonsense ay words using gruffalo	Children to write ou words by segmenting: Cloud, sound, hound, bound, found Read the following words by blending: tout, about, round, loud, count Read real and nonsense ou words using treasure game	Chn to write ie words by segmenting: tie, pie, fried, died, Read the following words by blending: dried, denied, spied, fries Read real and nonsense ie words using gruffalo	Chn to write ea words by segmenting: tea, plea, sea, meat, bead Read the following words by blending: least, heap, treat, read, steam Read real and nonsense ea using treasure game	Chn to write a range of words containing taught sounds from this week Use Phonics Play game on board to sort real and nonsense words.
Apply Read or write a sentence using one or more HF words and words containing new graphemes.	Ask chn to write this sentence: The people may have a delay.	Ask chn to write the following sentence: They did not like the dark clouds.	Ask chn to write the following sentences: Mrs Smith made a pie. Her fries had dried up in the sun.	Ask chn to write the following sentences: A man called Ben fell in a heap on the grass	Teacher to write a sentence on the board: I fownd a py on the trai. Can the chn fix the mistakes?
Assessment:					

Order of teaching.

The sounds will be taught in sets - set 1, 2 and 3. This is to ensure coverage of the sounds.



What would I see in phonics? What would I see in a Lesson?

<i>Complex chart being used.</i>	<i>Review of previous sounds.</i>	<i>Children Fred talking.</i>
<i>Formation of letters being modeled correctly to children.</i>	<i>Red and green words.</i>	<i>Use of specific technical vocabulary, such as: diagraph / digraph, segment, blend</i>
<i>Good pace.</i>	<i>Children in correct sets so phonics teaching is appropriately matched.</i>	<i>Teacher modelling</i>

What do these phrases/words mean?

What is Fred Talk?

We will introduce the children to a toy frog called 'Fred' when they are ready to start reading words. Fred can *only* say the sounds in a word and needs pupils to help him read the word. Fred will say the sounds and pupils will work out the word. For example, Fred will say the sounds *c-a-t*, and pupils will say the word *cat*. This is Fred Talk: sounding out the word.

What is segmenting?

Segmenting involves breaking words down into individual sounds or syllables for example:

d - o - g.

What is blending?

Blending is the ability to build words from individual sounds by blending the sounds together in sequence. For example, the learner blends the sounds *m- u - m* to form the word *mum*.

What is a digraph?

A digraph is two letters that make one sound. The digraph can be made up of vowels or consonants. For example 'ch' or 'sh'.

What is a trigraph?

A trigraph is a single sound that is represented by three letters. For example 'igh'.

What is a phoneme?

A phoneme is the smallest unit of sound within a word. They are taught to children when learning phonics, the study of sounds. For example, the word 'dog' consists of three phonemes (*d-o-g*). The word 'charm' also consists of three phonemes (*ch-ar-m*).

What is a grapheme?

A grapheme is a letter or a number of letters that represent a sound (phoneme) in a word. ... The sounds /k/ is represented by the letter 'c'. Here is an example of a 2 letter grapheme: l -ea- f. The sound /ee/ is represented by by the letters 'e a'. Here is a 3 letter grapheme: n-igh-t

Nonsense words (Alien words)

As well as learning to read and blend real words, pupils will have plenty of opportunities to apply their sound recognition skills on reading 'Nonsense words'. These words will also feature heavily in the Year One Phonics Screening check in the summer term.

 zorps	 dirst
 harnd	 gair
 jigh	 thobe
 zale	 scroy
 bluns	 spraw

Hold a sentence

This is an activity that encourages pupils to remember a whole sentence while focusing on spelling and punctuation.

Build a sentence

This is to give pupils the opportunity to create their own sentence that shows the meaning of a word and edit a sentence allows the pupils to critique a sentence using their knowledge of spelling, punctuation and grammar. Pupils complete a longer piece of independent writing, which gives them the opportunity to show off their creativity and to practice their spelling, grammar and punctuation.

Resources

Read Write Inc flash cards are to be used during phonics lessons.

Red and Green words to be used.

Objects can be used to support the children's understanding.

Speed charts to be used.

Intervention

EYFS & KSI







Phonics Interventions in addition to group teaching, we provide intervention programmes for children in EYFS and KSI to ensure all children reach their full potential in their Phonics learning. Interventions are run in a variety of ways, including whole group teaching, small group teaching, 1:1 teaching, games and activities. We run interventions in the afternoons.

Word boxes

Reception and year 1 children will be given a word box to take home. The children need to segment and blend the words. The word boxes will focus on a particular sound and the words associated to it. There are 47 word boxes. This is to encourage segmenting and blending. There are also Alien words to ready the children for phonics screening test. These will be started in reception and carry through to Year 1.

KS2

In KS2, Phonics is not explicitly taught but is referred to so that children can make connections between early Phonics learning and reading and spelling. Lower KS2 use Spelling shed - Year 3 staff also refer to Read Write Inc programme to aid transition from KSI to KS2.

Word Box 19	Word Box 20	Word Box 21
oo	oo	ar
food	look	ark
soon	book	car
spoon	took	jar
mood	shook	star
roof	good	harm
proof	cook	charm
scoop	foot	spark
 groof	 spood	 gark
 stoog	 goop	 flarp

Reading in KS2 (Please see our Reading policy for further information) Lower KS2 Children whose phonics abilities remain below national expectations at the end of KS1 are provided with further phonics interventions in Year 3. Read Write Inc flash cards and Spelling shed are used to engage and support children.

Upper KS2 For Children whose reading abilities continue to cause concern in upper KS2, we use precision teaching to assist with both reading and spelling - children have a set of focused words and learn to recognise these by sight, as sometimes we have children who just don't understand phonics. Children also have spelling sessions x3 a week matched to spelling shed patterns, so this is progressive across school. Children are taught the explicit spelling pattern before completing consolidation activities.