

# Halesowen C of E Primary School



We care, we trust, we believe.

We share, we enjoy, we achieve.

## Phonics Curriculum



Halesowen C of E Primary School Phonics  
Curriculum.

School vision

Halesowen Church of England Primary School was a school built for the local community. Right from the beginning it was an inclusive school built on strong Christian beliefs. It is our duty to ensure that this deeply Christian core runs through everything we do at Halesowen C of E in the modern day.

We believe children can flourish if they are loved and valued. We have high expectations of everyone because we know they can achieve if someone believes in them. We trust each other and are proud that we are one big family. We care about each and every one of our families. We enjoy the job we do and make school a fun place to be. We share this place Halesowen C of E; a place special to all of us, a place where we can feel safe, a place where we can learn and thrive together.

Our Halesowen Curriculum Vision

At Halesowen C of E, we want all children to have access to a meaningful, fun and exciting, curriculum which is rich with first hand experiences and language. We will ensure pupils are given the opportunities to achieve. We believe that:

“A child is like a butterfly in the wind. Some can fly higher than others, but each one flies the best it can. Each one is different, each one is special, each one is beautiful.”

We value all of our children irrespective of background, culture or academic ability and want them all to experience the breadth of curriculum subjects we offer allowing them to develop their own preferences and interests, which they can foster and develop as they learn, grow and move on to their next phase of education.



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Curriculum Intent

<b>STATUTORY REQUIREMENTS AND NON- STATUTORY GUIDANCE</b>	<ul style="list-style-type: none"><li>• EYFS: - Statutory EYFS framework and Early Learning Goals. Use of development matters- Phonics begins in Nursery as the children work through Phase 1. In Reception children move onto Phase 2.</li><li>• Key stage 1 and 2: - National Curriculum. – Phonics is taught throughout year 1. After passing the screening check- children should be able to read fluently and will focus on reading common exception words, spelling and comprehension. Any children not at the required standard will have phonics input.</li><li>• We have a single approach to phonics using the “Phonics Queen” approach, we also use of other resources to support the application of phonics for example in child-initiated time in reception.</li><li>• As a school, we choose to follow the order the sounds are taught in from Letters and Sounds (Phase 1- Phase 5.) We expect phase 2 and 3 to be taught in Reception, Phase 4 is about consolidating and reading consonant clusters- we do not teach this explicitly. Phase 5 is taught in Year 1.</li></ul>
<b>PROVISION</b>	<ul style="list-style-type: none"><li>• Focus on Quality First Teaching using a systematic, synthetic phonics approach.</li><li>• Regular input with pace and rigour. (at least 4 sounds a week covered)</li><li>• Phonics taught in a no-nonsense way to ensure the focus is on learning the sounds, blending and segmenting. All lessons should be structured the same. For example, lessons should not include finding letters in sand, because children are likely to focus more on playing with sand than on learning about letters. Teaching and learning activities like this may be valuable for other areas of learning including developing language but are not suitable for core phonics provision. (Taken from DFE guidance). We do add enhancements in child- initiated time in Nursery, Reception and year 1 where children can apply phonics learning, but the main teacher input always has the same rigid structure.</li><li>• DFE “Direct teaching sessions should involve a routine so that teachers and children get to know what is coming next and minimum time is spent explaining new activities”</li><li>• We have adopted some approaches from the Phonics Queen (not an entire scheme) and adapted them to fit our school e.g. choosing pictures for the flashcards that our children will recognise.</li><li>• Consistency is important- all children will be taught the same sounds, actions, and pictures flashcards (multisensory approach) Lesson format to include identifying and reading already taught graphemes/ phonemes, reading words and sentences/ phrases, writing graphemes/ phonemes, writing words and writing sentences/ phrases, applying to reading books and answering comprehension style questions using vipers. (Some groups will not do the reading- this will only come when they can confidently read words)</li><li>• Link to Kinetic letters handwriting programme so children can write lower- and upper-case letters correctly. Children will not join writing in EYFS or key stage 1.</li></ul>



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	<ul style="list-style-type: none"> <li>• DFE: “Phonics is best understood as a body of knowledge and skills about how the alphabetic system works, and how to apply it in reading and spelling, rather than one of a range of optional ‘methods’ or ‘strategies’ for teaching children how to read.”</li> <li>• Reading books are closely matched to phonemes taught- they should be mainly decodable. We give children books where they can read recent and relevant sounds. We have used the vast number of books we already had and have reorganised them into phonics phases and sets and have also bought new books to supplement this. We aim to add to our reading books over time to further develop it.</li> <li>• Our scheme is easily adaptable to remote learning- should it be needed. Staff can make videos. We have signed up to some online phonics reading books.</li> </ul>
<b>KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>• We need to ensure the use of correct terminology- children should have this modelled to them and they should use it. E.g. Can you spot a digraph in that word?</li> <li>• Our programme promotes the use of phonics as the route to reading unknown words before any subsequent comprehension strategies are applied. It does not encourage children to guess unknown words from clues such as pictures or context, rather than first applying phonic knowledge and skills, however we do know that to develop a love of reading looking at pictures engage children’s interests.</li> <li>• We begin with Phase 1 to lay the foundations then move onto phase 2 sounds so that children have knowledge of some phoneme/grapheme correspondences to be able to read simple words. Phase 1 should be revisited alongside other phonics teaching.</li> <li>• The focus of knowledge will always be on phonemes (not consonant clusters so s+p+l not spl)</li> <li>• We will teach children to decode(read) and spell common exception words (sometimes called ‘tricky’ words-) These are taught gradually and in a set sequence – also following Letters and Sounds)</li> </ul>
<b>SKILLS</b>	<ul style="list-style-type: none"> <li>• Clear progression of sounds- pace kept up.</li> <li>• Children learn to identify and blend individual phonemes, from left to right all through the word.</li> <li>• Children to apply the skill of segmenting spoken words into phonemes for spelling and that this is the reverse of blending phonemes to read words.</li> <li>• Children to practise and apply known phoneme-grapheme correspondences for spelling through dictation of sounds, words, and sentences</li> </ul>
<b>MEANINGFUL START POINTS</b>	<ul style="list-style-type: none"> <li>• Reading for pleasure- wanting to give the gift of reading- children desire to learn sounds so they can be “readers”.</li> <li>• Continuous focus on Phase 1 throughout school.</li> </ul>
<b>VOCABULARY AND LANGUAGE</b>	<ul style="list-style-type: none"> <li>• High expectations for speech and language development.</li> <li>• Understanding phonics terminology do they know why they are learning what they are learning (the Science of being able to read)</li> </ul>



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<b>ENRICHMENT OPPORTUNITIES</b>	<ul style="list-style-type: none"><li>• Opportunities to apply their phonics learning through reading, spelling and enriching activities (outside of the phonics focused teaching)</li></ul>
<b>INDIVIDUAL DEVELOPMENT</b>	<ul style="list-style-type: none"><li>• Ensure equality so all children can access learning (SEND)- have high expectations for phonics- keep up pace- offer interventions when needed.</li><li>• Promote resilience and perseverance even if some children may find reading challenging</li><li>• For staff development- High-quality training is an essential element of an SSP programme and is key to ensuring it is effectively implemented with fidelity and consistency within settings. The headteacher will lead the training on the Phonics Queen approach.</li><li>• Parental engagement- holding workshops, inviting them to see lessons, sending out home learning.</li></ul>



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Knowledge Progression map

Aspect	Phase 1 Starts in Nursery	Phase 2 Starts in Reception	Phase 3	Phase 4 (this is not taught explicitly but throughout phase 2,3, and 5)	Phase 5a
<b>Overview</b>	<p>Phase one concentrates on developing children’s speaking and listening skills and lays the foundations for the phonic work which begins in Phase 2.</p> <p>The emphasis during Phase 1 is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills.</p> <p>They will follow 7 aspects.</p> <p>Within each aspect, children will learn to: Tune into sounds – auditory discrimination Listen to and remember sounds – auditory memory and sequencing. Talk about sounds – developing vocabulary and language comprehension.</p>	<p>In phase 2, letters (graphemes) and their sounds (phonemes) are introduced one at a time-one per day</p> <p>Sounds are taught each week in a set order.</p> <p>Children learn 19 different phonemes.</p> <p>The children will begin to learn to blend and segment for reading and writing. This will begin with simple words. VC and CVC words.</p> <p>They will be able to read all Phase 2 tricky words.</p> <p>They will then apply this reading to words ending in s and with initial and end clusters (phase 4)</p>	<p>By the time children reach Phase 3, they will already be able to blend and segment words containing the 19 graphemes taught in Phase 2.</p> <p>Over the course of the rest of this phase, they will learn 25 phonemes.</p> <p>On completion of this phase, children will have learnt the “simple code”, i.e. one grapheme for each phoneme in the English language</p> <p>They will be able to read all Phase 2 and Phase 3 tricky words</p> <p>They will then apply this reading to words ending in s and with initial and end clusters (phase 4)</p>	<p>By Phase 4, children will be able to represent each of the 44 phonemes with a grapheme.</p> <p>They will blend phonemes to read CVC words and segment CVC words for spelling. They will also be able to read two syllable words.</p> <p>They will be able to read all tricky words learnt so far and the expectation is that they are learning the spellings of these words, with the majority spelt correctly.</p> <p>This phase consolidates what the children have learnt in previous phases. By this point, children would be expected to read CVC words at speed along with the tricky words from the previous phases.</p> <p>They should be able to read. CCVC words and CVCC words ( For us this is not taught explicitly)</p>	<p>In Phase 5 we move on to the “complex code”.</p> <p>Children will be taught new graphemes and alternative pronunciations and spellings for graphemes they already know.</p> <p><b>Phase 5a</b> Children will learn new graphemes for some known phonemes. (Alternative phonemes)</p> <p>They will begin to learn to choose the appropriate grapheme when spelling, by asking the “question” This method means they start to distinguish between different ways to represent different sounds (sound families) so e.g. is it ai as in rain, ay as in spray or a-e as in cake?</p>



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Although phase 1 would start in Nursery years it is important that it is revisited and rehearsed. Phase one is never completed but instead can support the other phases.

Natasha Tuite states:  
*“teaching letters and sounds before the skills in phase one is like buttering breads before you put it in the toaster!”*

The children will be automatically decoding a large number of words for reading at this point. By this phase, children should be reading words fluently and no longer be blending and segmenting familiar words. They will be able to read all tricky words learnt so far.

**Phase 5b**

The focus throughout this phase is to learn to read words with alternative pronunciations.

Children will learn there are different ways of saying the same grapheme so ow could be ow as in down or ow as in snow.

They will say it looks like a...but sounds like a .. e.g. for the word was- it looks like an a but it sounds like an o

**Phase 5c**

The focus throughout this phase is to learn alternative spellings.



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					Children will learn different ways of spelling the same sound (some of which they will have been introduced to before)
<b>Sounds learnt</b>	<p>No specific sounds learnt.</p> <p>Although phase 1 would start in Nursery years it is important that it is revisited and rehearsed. Phase one is never completed but instead can support the other phases.</p> <p>Natasha Tuite states:  <i>"teaching letters and sounds before the skills in phase one is like buttering breads before you put it in the toaster!"</i></p>	<p>Set 1: s,a,t,p,            Set 2: i,n,m,d,            Set 3: g,o,c,k,ck,            Set 4: e,u,r,h            Set 5: b,f,ff,l,ll,ss</p> <p>Application weeks:</p> <ul style="list-style-type: none"> <li>• Adding s to words</li> <li>• Initial clusters</li> <li>• End clusters</li> </ul>	<p>Set 1: j,v,w,x            Set 2: y,z,zz,qu            Set 3: ch,sh, th/th ng            Set 4: ai, ee, igh, oa, oo/oo            Set 5: ar, or, ur, ow, oi            Set 6: ear, air, ure, er</p> <p>Application weeks:</p> <ul style="list-style-type: none"> <li>• Adding s to words</li> <li>• Initial clusters</li> <li>• End clusters</li> </ul>	<p>No specific sounds learnt. (these are incorporated into other phases)</p>	<p><b>Phase 5a- Alternative phonemes</b></p> <p>Set 1: ay, ou, ie, ea            Set 2: oy, ir, ue, aw            Set 3: wh, ph, ew            Set 4: oe, au, ey            Set 5: a-e, e-e, i-e, o-e, u-e</p> <p>Application weeks:</p> <ul style="list-style-type: none"> <li>• Adding s to words</li> <li>• Initial clusters</li> <li>• End clusters</li> </ul> <p>Sound families ( application)</p> <ol style="list-style-type: none"> <li>1) w, wh</li> <li>2) f, ff, ph</li> <li>3) ai, ay, a-e</li> <li>4) ee, ea, ey, e-e</li> <li>5) igh, ie, i-e</li> <li>6) oa, oe, o-e</li> </ol>





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					<p>7) oo, ue, ew, u-e 8) or, aw, au 9) ur, er, ir 10) ow, ou 11) oi, oy.</p> <p><b>Phase 5b – alternative pronunciations</b> Set 1: - a(angel) o (watch) e (me) i (tiger). Set 2: o (old) , u (unicorn) , ow ( snow) ie ( shield). Set 3: ea (bread) ou (soup) (shoulder) (would). Set 4: y(sky), y (pyramid) y (happy) c (Christmas). Set 5: c (chef), c (cycle) g (giraffe) ey (grey).</p> <p><b>Phase 5c alternative spellings</b> ch can be made with t as in picture or tch as in match, m can be made with mb as in comb, n can be made with gn as in gnome or kn as in knit, r can be made with wr as in wrong, s can be made with st as in whistle or se as in horse, z can be made with se as in</p>
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<b>Tricky words</b>	No tricky words taught. Children learn to recognise the initial letter for their name, then their whole name. They then might recognise by sight other familiar words that they see in the environment.	I, no, go, to, the, into	he, she, we, me, be, you, are, her, was, all, they, my	said, have, like, so, do, some, come, little, one, were, there, what, when, out	<b>Phase 5a:</b> Oh, could, people, their, Mr, Mrs, called, asked, looked  <b>Phase 5b and 5c:</b> Focus on common exception words year 1 and 2 that are not decodable
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Skills Progression map

Aspect	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
<b>Overview</b>	<ul style="list-style-type: none"> <li>• Environmental sounds</li> <li>• Instrumental sounds</li> <li>• Body percussion</li> <li>• Rhythm and rhyme</li> <li>• Alliteration</li> <li>• Voice Sounds</li> <li>• Oral blending/segmenting</li> </ul>	<ul style="list-style-type: none"> <li>• Oral blending/segmenting</li> <li>• Recognising Phase 2 graphemes</li> <li>• Learning the phoneme that matches a grapheme (graph)</li> <li>• Writing graphemes (graph)</li> <li>• Blending sounds in VC or CVC words.</li> <li>• Reading by sight- tricky words</li> <li>• Segmenting for spelling and writing VC and CVC words</li> </ul>	<ul style="list-style-type: none"> <li>• Recalling Phase 2 and Recognising Phase 3 graphemes</li> <li>• Knowing the phoneme matches that grapheme (graph/ digraph and trigraph)</li> <li>• Writing graphemes (graph and digraph and trigraph )</li> <li>• Blending sounds in VC or CVC words.</li> <li>• Reading by sight- tricky words</li> <li>• Segmenting for spelling and writing</li> </ul>	<ul style="list-style-type: none"> <li>• Recalling Phase 2 and 3 phonemes and the graphemes</li> <li>• Knowing the phoneme that matches a grapheme (graph/ digraph and trigraph)</li> <li>• Writing graphemes (graph and digraph and trigraph )</li> <li>• Blending sounds in VC or CVC words more confidently</li> <li>• Reading adjacent consonant</li> <li>• Reading words ending in s</li> <li>• Reading polysyllabic words</li> <li>• Blending silently</li> </ul>	<ul style="list-style-type: none"> <li>• Recalling Phase 2 and 3 phonemes and the graphemes</li> <li>• Knowing the phoneme that matches a graphemes( graph/ digraph, trigraph and split digraph)</li> <li>• Writing graphemes (graph and digraph, trigraph and split digraph)</li> <li>• Blending sounds in all polysyllabic words.</li> <li>• Reading by sight all tricky words learning so far</li> <li>• Reading graphemes and knowing the</li> </ul>



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			VC and CVC words	<ul style="list-style-type: none"> <li>Reading by sight-tricky words more confidently</li> </ul>	<p>alternative pronunciations they can make e.g. a as in angel (ai) and a as in watch( o)</p> <ul style="list-style-type: none"> <li>Applying knowledge of alternative pronunciations learnt so far to spelling.</li> <li>Reading graphemes and knowing the alternative spellings e.g. n can be made with kn as in knit or gn as in gnome.</li> <li>Applying knowledge of alternative pronunciations to spelling.</li> </ul>
<b>Grapheme / phoneme correspondence</b>	<ul style="list-style-type: none"> <li>Recognise the letter that starts their name</li> </ul>	<ul style="list-style-type: none"> <li>Remember what graphemes look like and associate them</li> </ul>	<ul style="list-style-type: none"> <li>Remember what graphemes look like and associate them</li> </ul>	<ul style="list-style-type: none"> <li>Know what graphemes look like and associate them to the sounds they make.</li> </ul>	<ul style="list-style-type: none"> <li>Recall more rapidly what graphemes look like and associate them to</li> </ul>



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	<ul style="list-style-type: none"> <li>Recognise symbols</li> <li>e.g. M for McDonalds</li> </ul>	<p>to the sounds they make.</p> <ul style="list-style-type: none"> <li>Look at graphemes and say the phonemes recalling them in the order they have been taught using pictures and actions.</li> <li>Look at graphemes and say the phonemes even when they are not shown in the order taught using pictures and actions.</li> <li>Begin to look at graphemes and say the phonemes even when picture clues are not used.</li> </ul>	<p>to the sounds they make.</p> <ul style="list-style-type: none"> <li>Look at graphemes and say the phonemes recalling them in the order they have been taught using pictures and actions.</li> <li>Look at graphemes and say the phonemes even when they are not shown in the order taught using pictures and actions</li> <li>More confidently look at graphemes and say the phonemes even when picture clues are not used.</li> </ul>	<ul style="list-style-type: none"> <li>Look at graphemes and say the phonemes even when they are not shown in the order taught using pictures and actions and also in the context of words.</li> </ul>	<p>the sounds they make.</p> <ul style="list-style-type: none"> <li>Look at graphemes and say the phonemes even when they are not shown in the order taught using pictures and actions and also in the context of words.</li> <li>Read the graphemes that represent the alternative phonemes, pronunciations and spellings.</li> </ul>
<b>Blending</b>	<ul style="list-style-type: none"> <li>Oral blending- e.g. teacher says can you</li> </ul>	<ul style="list-style-type: none"> <li>Blend by reading single words or</li> </ul>	<ul style="list-style-type: none"> <li>Blend by reading whole sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Blend by reading whole sentences. Children should</li> </ul>	<ul style="list-style-type: none"> <li>Blend by reading whole sentences. Children should</li> </ul>



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	<p>fetch me a p-e-n.</p> <ul style="list-style-type: none"><li>• Children hear the sounds and make the word- they do not have to know the graphemes .</li><li>• This can develop onto being used in sentences- so I would like some j-a-m in my sandwich.</li></ul>	<p>small phrases e.g. ch-i-p or a h-o-t ch-i p</p> <ul style="list-style-type: none"><li>• Begin to read whole sentences.</li><li>• Use sound buttons either written or finger in the air to help to blend.</li></ul>	<ul style="list-style-type: none"><li>• Children should read phase 2 simple CVC words fluently but may need to blend phase 3.</li><li>• Use sound buttons either written or finger in the air to help to blend for phase 3/ 4 words.</li><li>• Should be able to blend without sound buttons for phase 2 words.</li></ul>	<p>read phase 3 simple CVC words fluently but may need to blend phase 4 ( CVCC or CCVC words )</p> <ul style="list-style-type: none"><li>• Use sound buttons either written or finger in the air to help to blend for phase 3/ 4 words.</li><li>• Should be able to blend without sound buttons for phase 2 words.</li></ul>	<p>read phase 3 and 4 simple CVC words fluently but may need to blend phase 5</p> <ul style="list-style-type: none"><li>• May use sound buttons for words with phase 5 sounds in them but should not need them for phase 2/3/ 4</li><li>• Begin to Blend by reading longer passages without needing to blend each word</li></ul>
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<b>Segmenting</b>	Oral segmenting – once you have modelled oral blending you can model oral segmenting. So if they can blend orally- so if the child can hear the word dog- when you say d-o-g they could begin to ask children what sounds they can hear e.g. can you hear the sound at the start of the word.	Segment words by listening to the sounds the word makes when we say it out loud so they can hear the initial, middle and final sounds and match those to a grapheme. So if they wanted to write the word cat they could say it out loud c-a-t and write the sounds they hear	Segment words by listening to the sounds the word makes when we say it out loud so they can hear the initial, middle and final sounds and match those to a grapheme. So if they wanted to write the word cat they could say it out loud and write c-a-t. and do these with digraphs and trigraphs too e.g. light write the sounds they hear l-igh-t. This is where they need to know what grapheme represent sounds e.g. with the trigraph igh.	Be confident in segmenting words by listening to the sounds the word makes when we say it out loud. This is where they need to know what grapheme represent sounds e.g. with the digraph/ trigraph	Segment words by using the technique of asking the question so e.g. if children need to write the word play- they should write p-l and then as is it ai as in rain, ay as in spray or a-e as in cake.
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**Teaching sequence**

<b>WE ARE REVISING</b>	<ul style="list-style-type: none"> <li>Recap all the phonemes covered so far using the flashcards or PowerPoint with flashcards.</li> <li>When looking at the pictures on flashcards- do the action and also say the sound and the picture in a sentence for example: s as in snake, a as in ant etc</li> <li>As children become more confident sometimes share the flashcards without the picture to ensure they are not always over reliant on the picture</li> </ul>
<b>WE ARE LEARNING</b>	<ul style="list-style-type: none"> <li>Learn something new. Show the children the new grapheme on a flashcard/ Power point. Tell the children if it is a single letter ( graph) digraph or trigraph</li> <li>Say the new phoneme, show the action, Write the grapheme to show the kinetic letter- letter formation and say the sound and picture in a sentence for example igh as in night.</li> </ul>
<b>WE CAN READ</b>	<ul style="list-style-type: none"> <li>Read some words (blend) including the new phoneme-( from year 1 up these should include real and some alien words)</li> <li>Use sound buttons to help with blending- these be written or in the air.</li> </ul>
<b>WE CAN WRITE</b>	<ul style="list-style-type: none"> <li>Quick write some sounds.</li> <li>Write some words with the new phoneme in it. Sound it out- segment before writing.</li> <li>This can also be done by “typing” (touching the correct sounds on the sound mat. )</li> <li>If there are alternative phonemes or pronunciations –the teacher will talk about which one we might choose for certain words e.g. is it- ai as in rain, ay as in spray or a-e as it cake.</li> <li>Once children are used to this- they should begin “asking the question” to work out which grapheme it is for the phoneme.</li> </ul>
<b>TRICKY WORDS</b>	<ul style="list-style-type: none"> <li>Teach or recap 1 or 2 tricky words (these could link to sound taught so the reason it is tricky can be explained. E.g. if you have been doing ee or ea- could so me, he, she etc.)</li> </ul>
<b>CHALLENGE</b>	<p>The challenge can be various activities that encourage the children to apply their blending/ segmenting for example:</p> <ul style="list-style-type: none"> <li>Read a phrase or sentence.</li> <li>Write a word/ phrase.</li> <li>Make a word with magnetic letters.</li> <li>Find digraphs/ trigraphs in words.</li> <li>Match words with alternative phonemes.</li> <li>Read a phrase or sentence and decide true/false.</li> <li>Read a phrase or sentence and draw a picture of what it says</li> </ul>





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**WE ARE READERS**

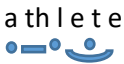
This section is added once the children are confident at blending words and beginning to read short sentences so usually in year 1. In this part of the lesson, they read 1 or 2 pages from a Twinkl Go book/ online book. We follow the same approach as the rest of school and echo read so the teacher reads, then in pairs one child reads and then the other. Oral Viper questions are then asked for comprehension



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Phonics Vocabulary overview

Children need to start to learn what this terminology means as it helps them. For example: if a child was trying to read the word ship but started by saying s-h-i-p we could help by saying can you spot a digraph.

TERM	DEFINITION
<b>Phoneme</b>	The sound a letter or group of letters make (what you hear)
<b>Grapheme</b>	The physical representation of a phoneme, the letter or group of letters written down (what you see)
<b>Graph</b>	When one letter makes a sound e.g. f in fat
<b>Digraph</b>	When two letters are together and make a sound eg. Sh in ship
<b>Trigraph</b>	When three letters are together and make a sounds e.g. igh in light
<b>Split digraph</b>	This is two graphemes making one phoneme but they have been spilt by another letter e.g ride- the i-e is a digraph split by the d
<b>VC, CVC and CVCC</b>	C stands for consonant and V for vowel. A VC word has a vowel and consonant so for example “ in”, a CVC word has consonant, vowel, consonant so dog or cheep (as the ch is a consonant digraph and ee a vowel digraph an p a consonant. . A CVCC word would be a word such as dust.
<b>Blend</b>	This is the skill we use to read words and means we are putting phonemes together again to make a whole word, If we break a word down into phonemes e.g. b-ar-k we need to blend them back together again to read the word as “bark”
<b>Sound buttons</b>	These a “buttons” we put on to help us decode words. For example, a graph has a sound button of a dot. A digraph or trigraph has a line. A split digraph is joined by a loop. These can be written or fingers can draw them in the air. So the sound buttons on the word athlete would look like this:  a t h l e t e 
<b>Segment</b>	This is the skill we use to write and means we are breaking a whole word down into phoneme to help us spell it e.g. train- t-r-ai-n.
<b>Decode</b>	This relates to the skill we need to read. When a child is learning to read they need to be able to look at word, break the graphemes down into phonemes and then blend them together to read the word. This process is called decoding.



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<b>Tricky words/ common exception words</b>	<p>They are words that appear frequently but go against the rule children have been taught at that stage. For example, the word- “the”.</p> <p>The children will have been taught t as in tap, h as in hat and e as in elephant – but they cannot use this to decode the word. This is a tricky or exception word as it does not work with phonics. Instead they need to look at it and learn it by sight without decoding.</p> <p>Phase 2 to 5 have tricky words to learn and year 1 and 2 national curriculum has a list of common exception words.</p>
<b>Ascenders</b>	Tall letters/ graphemes like h,b,l,d
<b>Descenders</b>	Letters / graphemes that go below the line.



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Curriculum Content

All curriculum content is saved with in the planning folder on teams. This includes:

- Sound mats with pictures
- Sound mats with only letters (no pictures)
- Power points
- Flashcards
- Actions video (to support staff to know how to say the sounds and also the actions we use)



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**Appendix 1- Phase 1 content** (Taken from “Quality Phonics” by Natasha Tuite)

Phase 1 lays the foundation for all reading, writing, speaking and listening. It is crucial before, during and after phonics teaching.

<b>Phase one Aspect</b>	<b>Skills they link to further along in their Learning Journey</b>
<b>Aspect 1-3 Sound discrimination environmental, instrumental and body sounds</b>	<ul style="list-style-type: none"><li>• Listening skills</li><li>• Hearing and responding to what is heard</li><li>• Intent listening - to interpret, understand and reply</li></ul>
<b>Aspect 4 Rhythm and rhyme</b>	<ul style="list-style-type: none"><li>• Words- hearing rhymes and continuing rhyming strings</li><li>• Syllables</li><li>• Onset and rime</li><li>• Spelling patterns</li></ul>
<b>Aspect 5 Alliteration</b>	<ul style="list-style-type: none"><li>• Initial sounds</li><li>• Alternative spelling choices</li></ul>
<b>Aspect 6 Voice sounds</b>	<ul style="list-style-type: none"><li>• Pronunciation</li><li>• Clear speech</li><li>• Oral muscles</li><li>• Expression</li><li>• Intonation</li></ul>
<b>Aspect 7 Oral Blending</b>	<ul style="list-style-type: none"><li>• Blending to read VC and CVC words</li><li>• Blending to read CVCC and CCVC words</li><li>• Blending to read polysyllabic words</li></ul>



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Appendix 2- Progression document

TERM	NURSERY	RECEPTION	YEAR 1	YEAR 2	YEAR 3 onwards
<b>AUTUMN</b>	Phase 1 Aspects taught on a cycle every 2 weeks so there is repetition and then all aspects applied in the environment	Phase 1 throughout  Phase 2 Application with adding s and initial and end clusters	Revise phase 2 and 3  Phase 5a Application with adding s and initial and end clusters	Revision of phase 5 a and b  Phase 5c	For those who have not passed the phonics check – intervention will be in place to help them catch up
<b>SPRING</b>	Phase 1 Aspects taught on a cycle every 2 weeks so there is repetition and then all aspects applied in the environment	Phase 1 throughout  Phase 3	Phase 5a Application with adding s and initial and end clusters  Application sound families	Reading focus- common exception words, phonics learnt so far- application to reading books/ texts	
<b>SUMMER</b>	Phase 1 Aspects taught on a cycle every 2 weeks so there is repetition and then all aspects applied in the environment.  For cohort starting school in September more focus on oral blending	Phase 1 throughout  Phase 3 and application with adding s and initial and end clusters	Phase 5b (phonics screening check )	Spelling focus- common exception words, phonics learnt so far	

This is the planned progression. If children work more slowly they may need additional intervention. If they work more quickly and are secure in their grapheme/ phoneme representation and applying, it to reading confidently they can be moved on.



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### Appendix 3- Assessment

Children complete a baseline assessment at the start of year 1 and at the start of year 2 for any who did not pass the phonics screening check. Then each group completes them at the end of a phase or the end of a term whichever is appropriate e.g. Reception complete phase 2 and 3 after teaching it.

#### Phase 2 Phonics Assessment sheet 2

Focus: GPC Recognition					
GPC	✓	✗	GPC	✓	✗
1. s			9. g		
2. a			10. -		
3. t			11. l		
4. p			12. -		
5. i			13. -		
6. n			14. -		
7. m			15. -		
8. d			16. -		

#### Phase 2 Phonics Assessment sheet 3

Focus: Reading decodable words					
	✓	✗	comments	✓	✗
1. at				13. mug	
2. in				14. fell	
3. sat				15. bat	
4. tap				16. hiss	
5. dot				17. lick	
6. cup				18. huff	
7. fog				19. lick	
8. lip				20. rock	
9. dog				21. cag	✗
10. pen				22. reb	✗
11. hit				23. pim	✗
12. ant				24. liss	✗

Score: \_\_\_\_\_

Additional comments: \_\_\_\_\_

Next steps: \_\_\_\_\_

#### Phase 3 Phonics Assessment sheet 1

First and last name:	Class:	Group:	Date completed:
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Focus: GPC Recognition	
GPC	
1. j	
2. v	
3. w	
4. x	
5. y	
6. z	
7. zz	

#### Phase 3 Phonics Assessment sheet 2

Focus: Reading decodable words					
	✓	✗	comments	✓	✗
1. win				9. king	
2. yet				10. fish	
3. jog				11. buzz	
4. vet				12. path	
5. zip				13. them	
6. box				14. yat	✗
7. chip				15. zeng	✗
8. quiz				16. fash	✗

Score: \_\_\_\_\_

Additional comments: \_\_\_\_\_

Next steps: \_\_\_\_\_

#### Phase 5 Phonics Assessment sheet

First and last name:	Class:	Group:	Date completed:
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Focus: GPC Recognition			
GPC	✓	✗	GPC
1. ay			11. au
2. ou			
3. ie			
4. ea			
5. ay			
6. ir			
7. ue			
8. aw			
9. wh			
10. ph			

#### Phase 5 Phonics Assessment sheet 2

Focus: GPC Recognition					
GPC	✓	✗	comments	GPC	✓
1. play				13. threw	
2. cloud				14. paym	✗
3. fried				15. goes	
4. peach				16. dankey	
5. clide	✗			17. jurg	✗
6. enjoy				18. authar	
7. birthday				19. fjeam	✗
8. cruel				20. these	
9. hueds	✗			21. costume	
10. draw				22. spade	
11. whisper				23. broken	
12. dolphin				24. prize	

Score: \_\_\_\_\_

Additional notes: \_\_\_\_\_

Next steps: \_\_\_\_\_



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### Appendix 4- Interventions

From the assessments and any teacher assessment any children who need additional support are identified and will be able to access a specific intervention delivered by a teaching assistant.

#### Intervention A: Securing oral blending



<b>Aim</b>	To ensure children can orally blend- so can hear the phonemes and blend them together to make a word.
<b>Preparation</b>	Gather 4-6 picture cards or objects containing phase 2 phonemes (this can also be done with phase 3 as appropriate to the children stage in phonics)
<b>Teaching sequence</b>	
1	Tell the child/ children they are going to say the word
2	The adult selects a picture or object but does not show it to the child.
3	Adult sound talks the picture e.g. c-a-t. Ask the child to copy (my turn- your turn)
4	Pause then to allow the child to say the word. (cat) (if necessary repeat the sound talk)
5	Reveal the picture. Object and repeat the word one more time (cat)
REPEAT STEPS 1-3 WITH OTHER WORDS – then...	
6	Remind the child we are saying the word.
7	Place all the pictures/ objects already used on the table – sound talk them in turn and allow the child to say the word and then pick up the picture or object. Repeat for all pictures/ objects.
<b>Next steps:</b>	
<b>If successful</b>	<b>If unsuccessful</b>
If the child is successful with these words- introduce new words so for example next session leave in some of these and some new.	If unsuccessful first time- use same words next time. Try sounding it out in different ways so c-a-t or c-at until they start to hear the word. If still unsuccessful after a few sessions refer back to class teacher. Class teacher to ensure they use all blending in class throughout the day e.g. s-i-t down. Refer back to reading lead and SENCO as a cause for concern if they still are not achieving this.

#### Intervention B: GPC Recognition

<b>Aim</b>	To fill gaps in grapheme/ phoneme correspondence. Knowing a GPC means being able to match a phoneme (sound) to a grapheme (written representation) and vice versa.
<b>Preparation</b>	<ul style="list-style-type: none"> <li>Gaps should be addressed according to our order that GPCs are taught (our phases and sets)</li> <li>Identify the one GPC that you will focus on within the intervention</li> <li>Have 6-8 familiar GPC cards along with the one focus GPC card</li> </ul>
<b>Teaching sequence</b>	
1	Put the focus GPC card (flash card with picture) on the table
2	Say the phoneme and the linked picture/ action so - n as in net – and do the action. Repeat the phoneme with the action. Ask the child to repeat it.
3	Hide the card from the child. Reveal the grapheme to the child (whilst hiding the picture) asking them to say the phoneme out loud. Do this several times. Show the picture or do the action if needed.
4	Hide the focus grapheme flashcard within the pile of 6-8 familiar graphemes. Turn the cards over and ask the child to say the phoneme for each card. This could be done with our without the pictures.
5	Lay all the grapheme flashcards on the table. Say some of the phonemes (including the focus phoneme today) and see if they can find the correct card.
<b>Next step:</b>	
<b>If successful</b>	<b>If unsuccessful</b>
In the next session start by seeing if they can identify the target GPC on the sound mat. Then move onto another focus GPC.	<ul style="list-style-type: none"> <li>Reduce the number of GPC cards used in the session.</li> <li>Choose GPC cards that are visually different from each other to use alongside the focus GPC</li> </ul>



#### Intervention C: Word reading- sound spotting and blending

<b>Aim</b>	To help children with good grapheme recognition in isolation e.g. on a flashcard to start to read graphemes within words.
<b>Preparation</b>	<ul style="list-style-type: none"> <li>Gather together flashcards for the phase you are working on and / or sound mat.</li> <li>Prepare 4-6 word cards containing the chosen GPC</li> </ul>
<b>Teaching sequence</b>	
1	Select one of the word cards.
2	Child adds sound buttons. Adult encourage the child to be a sound detective.
3	Child then points to the sound buttons and says the sounds as they do and swipes at the end to blend.
4	Repeat step 2 and 3 for that card to secure blending.
REPEAT STEPS 1-4 WITH OTHER WORDS – then...	
<b>Next step:</b>	
<b>If successful</b>	<b>If unsuccessful</b>
<ul style="list-style-type: none"> <li>Repeat next time with words with different GPCs</li> <li>If the children are confident up to phase 5 using this method move onto intervention D to build fluency</li> </ul>	<ul style="list-style-type: none"> <li>Child reads single graphemes and adult identifies any digraphs/ trigraphs using a different colour.</li> <li>Repeat blending by making sounds more obvious and emphasised e.g. caaaaaat</li> </ul>





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### Intervention D: Building Fluency

<b>Aim</b>	To support children who have already developed some skill with sounding out and blending but need help to apply this and build fluency in independent reading.
<b>Preparation</b>	Find out what phase/ sounds the child has been learning this week/ last week. Select 8-10 words that include these sounds ( <u>can</u> use word cards). The word cards must have sound buttons on them.
<b>Teaching sequence</b>	
1	Place word cards on the table. Adult touches sound buttons and then swipes to read the word.
2	Now your turn- child points to sound buttons and swipes to read. Repeat again to build fluency.
Repeat steps 1 and 2 with other word cards.	
4	Now use the side without sound buttons. Ask the child to read again and to read on sight.
5	If the child struggles use the sound buttons but put at the back of the pack and come back to it at end without sound buttons
<b>Next step:</b>	
<b>If is successful</b>	<b>If step 1-5 is unsuccessful</b>
<ul style="list-style-type: none"> <li>Add in new words as child becomes more fluent.</li> </ul>	<ul style="list-style-type: none"> <li>Adults models more how to put on sound buttons and blend.</li> <li>Try sounding it out in different ways so c-a-t or c-at until they start to hear the word.</li> </ul>



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### Intervention E: Reading tricky words

<b>Aim</b>	To be able to read tricky words on sight.
<b>Preparation</b>	Gather 2-6 tricky words cards. ( <u>appropriate</u> for the phase the child is working at in phonics lessons.)
<b>Teaching sequence</b>	
1	Our new tricky word in.....
2	Look at any part of the word that are straight <u>forward</u> . e.g. in me – the m is straight forward. The e as not as in elephant but instead an e like in me.
3	Explain the graphemes that a tricky <u>eg</u> in me- e is normally as in egg. Explain which graphemes are making the tricky sound.
4	Practise reading that card.
Repeat steps 1 and 2 with other word cards.	
<b>Next step:</b>	
<b>If step 1-5 is successful</b>	<b>If step 1-5 is unsuccessful</b>
<ul style="list-style-type: none"> <li>Complete with different tricky words.</li> </ul>	<ul style="list-style-type: none"> <li>Repeat using less words/ words including different <u>sounds</u></li> <li>Give the children a key ring with the tricky words on to practise in their own time.</li> </ul>



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### Appendix 5- Phonics screening check

## Phonics screening check

### Do you have a child in year 1 at primary school?

If so, your child will take part in the phonics screening check in June.

The phonics screening check is a check of your child's phonics knowledge. It helps your school confirm whether your child is making the progress expected in the national curriculum.

With some exceptions, all pupils who have reached the age of 6 by the end of the school year must take the check during that academic year, including those in maintained nursery schools. For most pupils, this will be in year 1.

In 2024, the check will take place during the week commencing Monday 10 June.

If children do not get the pass rate (normally 32/40) in the check in year 1 they have to retake in year 2.

### What is phonics?

Phonics is an effective way of teaching children to read. By ensuring high quality phonics teaching, we want to improve literacy levels and give all children a solid base to build on as they progress through school.

Through phonics, children 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 'decode' new words that they hear or see. This is the first important step in learning to read.

### What is the phonics screening check?

The phonics screening check contains 40 words divided into two sections of 20 words. Both sections contain a mixture of real words and pseudo-words.

Pseudo-words ( alien words) are words that are phonically decodable but are not actual words with an associated meaning. They are included in the check specifically to assess whether your child can decode a word using their phonics skills.

All pseudo-words ( alien words) in the check are accompanied by a picture of an imaginary creature (alien). Children are taught that when a word has a creature next to it, it is a pseudo-word( alien word) . This ensures that they are not trying to match the pseudo-word to a word in their vocabulary.

The check is designed to give teachers information on how your child is progressing in phonics. It will help to identify whether your child needs additional support at this stage so that they do not fall behind in this vital early reading skill.



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### Do I need to do anything to prepare my child for the check?

Phonics works best when children are given plenty of encouragement and learn to enjoy reading and books. Parents play a very important part in helping with this.

You can highlight the phonics sounds when you read with your child. Teaching how sounds match with letters is likely to start with individual letters such as 's', 'a' and 't' and will then move on to two-letter sounds ( digraphs) such as 'ee', 'ch' and 'ck' and some three- letter sounds( trigraphs) air, igh, ear.

With all books, encourage your child to 'sound out' unfamiliar words and then blend the sounds together from left to right rather than looking at the pictures to guess. Once your child has read an unfamiliar word, you can talk about what it means and help them to follow the story.

Your child's teacher will also be able to suggest books with the right level of phonics for your child. These books are often called 'decodable readers' because the story is written with words made up of the letters your child has learnt. Your child will be able to work out new words from their letters and sounds, rather than just guessing.

### How will the results be used?

Schools will have access to all their pupils' results to identify those who need additional support and make plans to help them improve.

The Department for Education does not publish school-level results for the phonics screening check, but schools will have access to [national](#), [regional](#) and [local authority results](#)<sup>1</sup> to allow them to benchmark their pupils' performance

### Will I receive feedback on my child's check?

Your child's teacher will share your child's score with you in the second half of the summer term.

If your child has found the check difficult, the school should tell you what support they have put in place to help your child improve. You might like to ask how you can support your child to take the next steps in reading.

Children who have not met the standard in year 1 will re-take the check in year 2. The results of any re-take will also be shared with you.

### Key stage 1

#### Phonics screening check

Pupils' materials

