

An Introduction to Phonics

Friday 20th September 2019

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Aims of this session:

Phonics
ee ur ow
wh y au

- To share the importance of phonics.
- To look at the Simple View of Reading and the recommendations of the National Curriculum.
- To identify the range of phonics programmes available
- To Look in greater depth at 'Letters and Sounds', with particular focus on structure.
- To have improved knowledge and gained confidence with regard to phonic



What is phonics?



- Why do we teach phonics? Discuss on tables



- *"According to a research at Cambridge University, it doesn't matter in what order the letters in a word are, the only important thing is that the first and last letters be at the right place. The rest can be a total mess and you can still read it without problem. This is because the human mind does not read every letter by itself, but the word as a whole."*



Reading has two components

Word Recognition

The ability to recognise words presented in and out of context.

The ability to apply phonic rules - blending phonemes to decode.

High quality phonics work – prime approach for beginners in learning to decode and encode.

Comprehension

The process by which word information, sentences and discourse are interpreted.

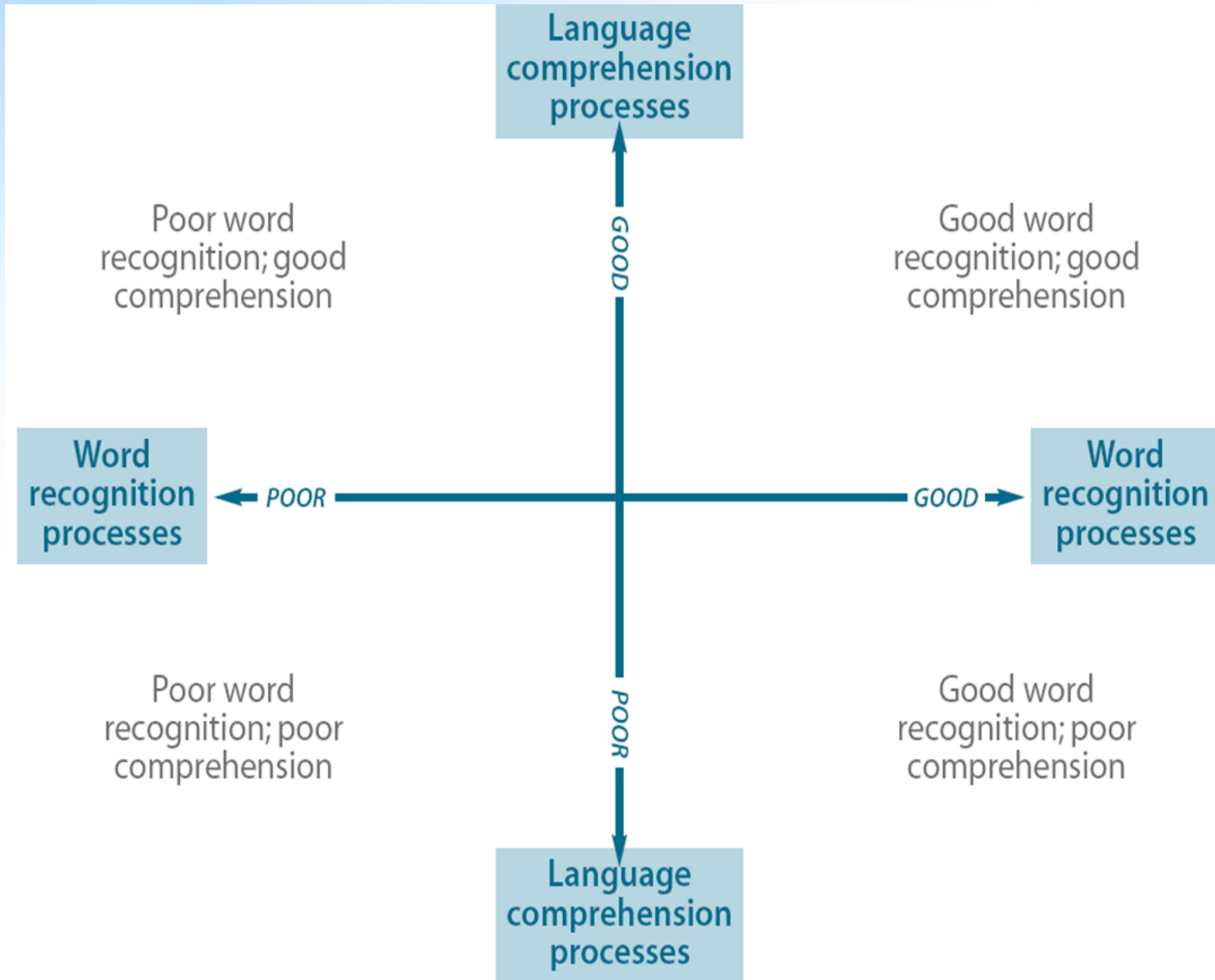
The same processes underlie comprehension of both oral and written language.

Continues to develop throughout life!



The Simple View of Reading

The Rose Review, 2006



I like listening to stories and can tell you what has happened in the right order and which parts I like and why. I can talk about the characters and pretend to be them. **I find it hard to read books for myself** - the words and letters get muddled and it doesn't make sense. **I don't know how to work it out.** Sometimes this makes it hard to understand what I'm reading.

Language
comprehension
processes

I love reading and read lots of interesting books. I like to talk about the stories I've read with my friends. I can read lots of short easy words and some words I know straight away. When I see longer words I don't know I look at the letters and say the sounds aloud in the right order to help me read it.

Word
recognition
processes

← POOR

GOOD →

Word
recognition
processes

I like books and I can read words by looking at the pictures and having a go. I know some letters and their sounds – like in my name – but not all of them. **Sometimes I know the first letter and guess the rest.** My favourite books are information books and I like using the computer. I like it when the teacher reads to us and looking at the big books.

Language
comprehension
processes

I am a very good reader. I can read all the words on the page – some I have to work out and some I just know. **I find it hard when the teacher asks me questions about what I've read** – like when things happened or what I thought about the characters and how I felt. I don't really think like that when I'm reading – it confuses me.


Apart from teaching phonic work systematically and discretely for short periods of time, the best practice also took advantage of opportunities to reinforce aspects of phonic knowledge and skills throughout the curriculum. The most obvious examples of this were when teachers encouraged children to apply their developing decoding and encoding skills to the reading and writing of fiction and nonfiction in work across the curriculum. This interplay of phonic work within the wider curriculum was a strong feature of good teaching: It helped children to see the purpose of phonic work as they reinforced their developing skills by applying them to worthwhile and interesting curricular.

Rose 2006

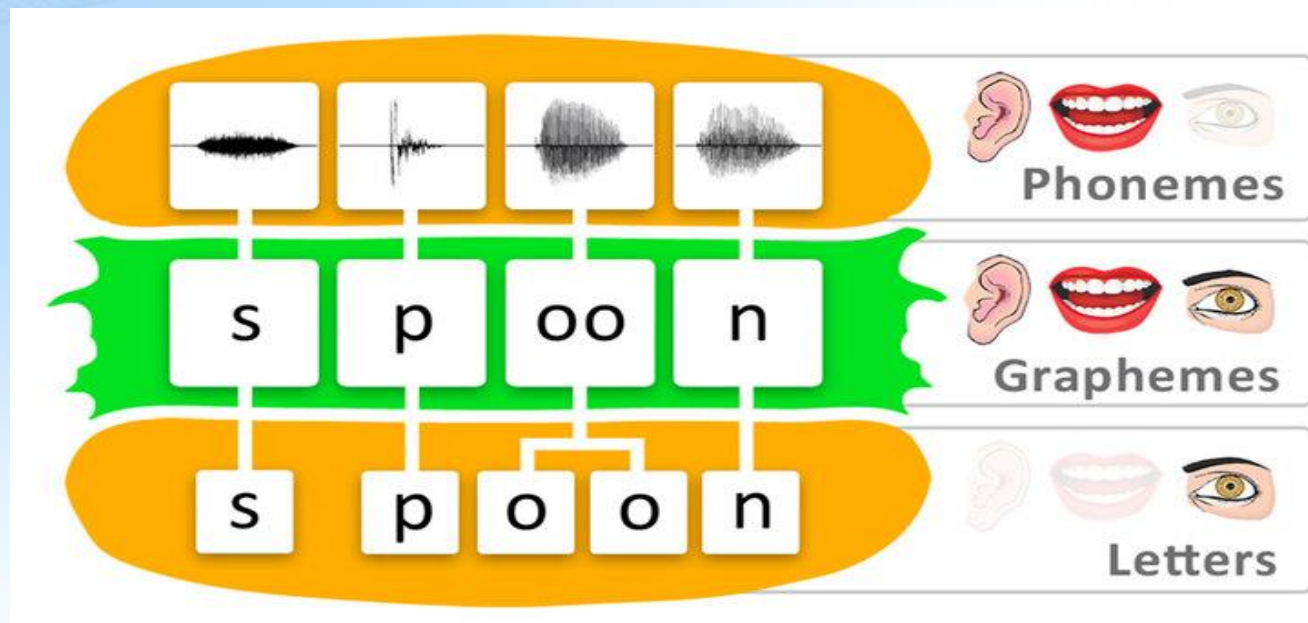
Bartek Rajkowski, Ph.D. Speech & language pathologist

THE IMPORTANCE OF DECODING SKILLS

Decoding is a term used to describe the process of reading an unfamiliar word by 'cracking the code' linking the letter patterns and speech sounds that make up the word. Try reading this word: "Sleeth". How did you read it? You couldn't have seen the word previously because I made it up. Skilled readers are good at mentally joining the speech sounds represented by letters and letter patterns to read unfamiliar words, including made-up ones like "sleeth" as well as difficult real words such as "rhinotillexomania". This code-cracking process of using letter-sound patterns to join phonemes together and read unfamiliar words has been shown through decades of research to be crucial in learning to read. Decoding skills allow children to access the thousands of words they have already heard but never seen in written form. They also help kids to learn completely new words by themselves. What an empowering tool!



Unfortunately, learning to decode English is not straightforward. Despite being an alphabetic language, English does not have a consistent orthography, like Finnish or Italian, in which every phoneme has a corresponding grapheme. A grapheme is a letter or group of letters representing one phoneme. Some examples of graphemes include "t, p" and "igh". Some graphemes represent more than one phoneme in English (compare "school" with "chip"), and some phonemes are represented by more than one grapheme (consider "her, bird" and "turn"). Being able to teach children to read and spell English consequently requires the person doing the teaching to have (among other skills) an in-depth understanding of the relationship between English phonemes, graphemes and letters.



A hamburger analogy can help students understand the relationship between phonemes (speech sounds), graphemes (letters and letter patterns representing speech sounds) and letters. Click on the image to see a more detailed infographic.

Furthermore, decoding skills are not as useful when reading unfamiliar irregular words. Irregular words do not consist of regular grapheme-phoneme patterns. Examples include the words “bureau”, “yacht” and “colonel”. These words must be learned - at least to an extent - by 'sight', meaning that the irregular parts need to be remembered without relying on grapheme-phoneme relationships

New English Curriculum 2014

Phonics is now **the** strategy for word recognition.

It is sometimes referred to as the PRIME STRATEGY.

When reading unknown words:

Phonics should **always** be used to decode **first, before** any other strategies are used to help unpack meaning.

This approach needs to become automatic and habituated.



Reading

The programmes of study for reading at key stages 1 and 2 consist of two dimensions: word reading and comprehension (both listening and reading).

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words.

Underpinning both is the understanding that the letters on the page represent the sounds in spoken words.

This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school.



Do you know your phonic terminology ?

- Take an envelope and work in pairs to write a definition for the terminology.



Terminology

What is a **phoneme**?

A phoneme is the smallest unit of sound in speech. When we teach reading we teach which letters represent those sounds. For example – the word

‘hat’ has 3 phonemes – h-a-t

‘train’ has 4 phonemes – t-r-ai-n

What is a **grapheme**?

A grapheme is a letter or a number of letters that represent the sounds in our speech. So a grapheme will be the shape of the letter or letters that represent a phoneme. A grapheme can be 1, 2, 3, 4 or more letters.



High frequency word (HFW) –

Common words that early readers see frequently in books, some HFW are decodable like Dad.

Others are not decodable, we know these as **Tricky words** –

Words that can't be sounded out
e.g what, was.



What is **segmenting**?

Segmenting is the process of separating phonemes in words e.g.

thing = th i ng

or

coach = c oa ch

Encourage children to be sound detectives first to spot phonemes they recognise.



What is **blending**?

Blending is pushing the phonemes together and saying them as a word e.g

th i ng = thing

or

c oa ch = coach



Single phonemes (graph)

1 letter making 1 sound:

w

t

s

j

e

f

b

k

a

cat

mat

skip



Digraphs

2 letters making 1 sound:

sh

th

ch

ng

ay

ow

ph

oa

play

float

chip



Trigraph

3 letters making 1 sound:

igh

ear

air

slight

beard

chair



Tetragraph

4 letters making 1 sound

augh

caught



Split digraph

2 letters making 1 sound BUT the 2 letters making the sound are split up with a consonant in the middle:

a_e

o_e

i_e

e_e

u_e

cake

bone

bike



Adjacent consonants

Adjacent consonants are 2 or more consonants that are next to each other in a word eg clip the c and l are adjacent consonants. Its important to remember they are separate sounds.

Alien words

Alien words are words that are not real words, they are made up words. Sometimes they are known as nonsense or pseudo words.

 ect	 shog
 jat	 stip
 yod	 bulm
 keb	 quock
 toin	 voisk

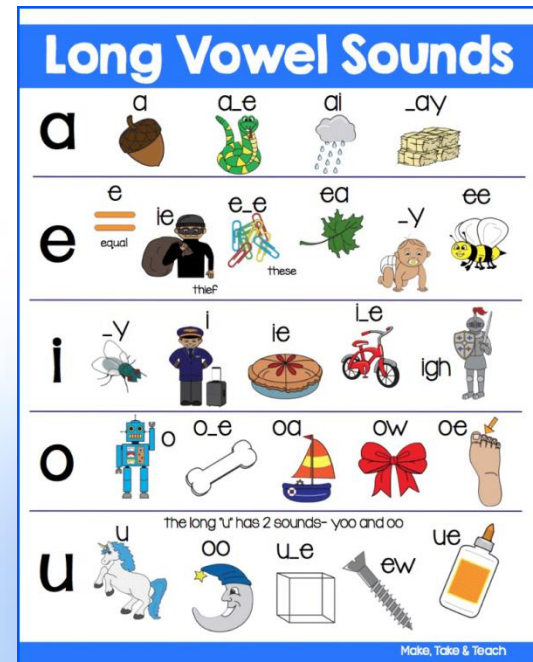
Pronunciation of phonemes

- Bounced letters – a, b, c, d, e, g, h, i, j, k, o, p, t, u
- Stretched letters – f, l, m, n, r, s, v, w, z
- qu
- x
- y



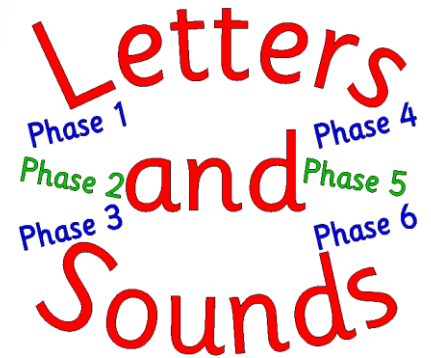
Long vowel phonemes

- Long a – a, ay, ai, a-e, ey, eigh.
- Long e – e, ee, ea, e-e, ey, y.
- Long i – i, ie, i-e, igh, y.
- Long o – o, oa, oe, o-e, ow
- Long u – u, ue, u-e, oo, ew



Different schemes

- Letters and Sounds
- Read Write Inc
- Jolly phonics
- Letterland
- Floppy's phonics
- Phonics bug and more....



Letters and Sounds

Phonics
ee ur ow
wh y au

- By the end of **Year R**:
Children will be confident working in phases 1-4
80% secure at phase 3+
- By the end of **Year 1**:
Children will be confident working in phases 1-5
85% secure at phase 5+
- By the end of **Year 2**:
Children will be confident working in phases 1-6
85% secure at phase 6+



Long Term Planning

Phase 1 – pre-school/YR – autumn term 1

Phase 2 – 6 weeks (YR) – autumn term 2

Phase 3 – 10 weeks (YR) – spring and summer term 1

Phase 4 – 4-6 weeks (YR) – summer term 2

Phase 5 – 30 weeks (Y1)

Phase 6 – 24 weeks (Y2)



Overview of Letters and Sounds

Below is a chart showing the order that children will be taught the sounds

Phase 1	<ul style="list-style-type: none"> Listening to and for sounds. Rhythm and rhyme Alliteration
Phase 2	<ul style="list-style-type: none"> Sounds taught: s, a, t, p, l, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, ll, ss Tricky words: the, to, go, no,
Phase 3	<ul style="list-style-type: none"> Sounds taught: j, v, w, x, y, z, zz, qu ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er Tricky words: no, go, l, the, to, he, she, we, me, be, was, my, you, they, her, all, are
Phase 4	<ul style="list-style-type: none"> Recap all previous sounds. Teach reading and spelling tricky words: said, so, he, we, me, be, have, like, some, come, was, you, were, little, one, they, all, are, do, when, out, what, my, her Read and write words with initial and/or final blends: st, nd, mp, nt, nk, ft, sk, lt, lp, tr, dr, gr, cr, br, fr, bl, fl, gl, pl, cl, sl, sp, st, tw, sm, nch, shr, str, thr
Phase 5	<ul style="list-style-type: none"> Learn new phoneme zh Teach new graphemes for reading ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, a-e, e-e, i-e, o-e, u-e Teach reading words oh, their, people, Mr, Mrs, looked, called, asked, water, where, who, again, thought, through, work, mouse, many, laughed, because, different, any, eyes, friends, once, please. Teach spelling words said, so, have, like, some, were, there, oh, their, people, Mr, Mrs, looked, called, asked. Teach alternative spellings for ch, j, m, n, r, s, z, u, i, ear, ar, air, or, ur, oo, ai, ee, igh, oa, y/oo, oo, sh
Phase 6	<ul style="list-style-type: none"> Understand and apply suffixes – ed, ing, ful, est, er, ment, ness, en, s, es Understand the rules for adding ing, ed, er, est, ful, ly, y Investigate how adding suffixes and prefixes changes words Introduce the past tense

Glossary.

Phoneme- the smallest unit of speech-sounds which make up a word.

Grapheme- the written representation of sounds.

Tricky word- word which can't be sounded out

Keywords- high frequency words

vc word- vowel consonant word (it, as)

cvc word- word made up of a consonant, vowel, consonant (cat, dog)

Initial sound- first sound in word

Phase 1

- General sound discrimination – environmental sounds
- General sound discrimination – instrumental sounds
- General sound discrimination – body sounds
- Rhythm and rhyme – bingo, pairs, songs, odd one out
- Alliteration – I spy, I went to market..., pairs of sounds
- Voice sounds – moo, sssss, whee and whose voice?
- Oral blending and segmenting

phase 1 segmenting and blending

While watching the video, please make a note of anything you feel is...
good practice and wish to magpie and
any questions it raises.



Reception

Date: 5.2.18		Literacy	
Phonics - Phase 3		Adult Led Learning - Following/writing simple instructions	
<u>Learning Objectives</u> <u>Learning Objectives</u> To learn to say a discrete phoneme (ai, ee) Monday and Tuesday <ul style="list-style-type: none">To recap sounds so far. Recognise and write the letter that represents that phoneme. <u>Whole class Phase one</u> Phase 1 phonics warm up - Singing phonics song <u>Whole class phonics</u> Hear it and Say it <ol style="list-style-type: none">Show digraphModel soundPractise 'air writing' letterThink of an action and rhyme <u>Phonics rotation - see planning</u> <u>Look listen and note how well children:</u> Recognise and write the letter that represents the phoneme		<u>Learning Objectives</u> <u>Moving and Handling</u> <ul style="list-style-type: none">To hold a pencil and form recognisable letters. <u>Writing</u> <ul style="list-style-type: none">Begins to break the flow of speech into words.Hears and says initial sounds in words.Can segment the sounds in simple words and blend them together.Links sounds to letters naming and saying the letters of the alphabet.Uses some clearly identifiable letters to communicate meaning representing some sounds correctly and in sequence.Writes own name and other things such as labels and captions.Attempts to write short sentences in meaningful context. <u>Whole Class</u> <u>Monday</u> - A letter from humpty dumpty asking for help to make pancakes. Can the children remember what ingredients Humpty Dumpty used? Can they reply to his letter? <u>Tuesday</u> - Another letter from humpty dumpty asking what to do with the ingredients? Model writing simple instructions. Show children a clip of pancake making if necessary? <u>Wednesday</u> - P4C link - Mr wolf has asked for some of Humpty Dumpty's pancakes. What should he do? <u>Thursday</u> - As a class create a final shopping list for the children going to Sainsbury's - what would toppings would you want on your pancakes? <u>Friday</u> - Following instructions to make pancakes. <u>Key Questions</u> What can you remember? What does HD need? What could H.D do next? How do you know? How do you think.....is feeling? What do we need to do next?	
Show and Share		<u>Learning Objectives</u> <ul style="list-style-type: none">Hears and says the initial sounds in words.Can segment the sounds in simple words and blend them together and know which letters represent some of them. Read Phase 3 Information book <u>Look listen and note how well children:</u> Discriminate between sounds. Blend sounds in simple words Link letters to sounds, naming and sounding the letters of the alphabet. Think, say, write	
Vulnerable Provision			

Phonics rotation activities:

Activity	Focus	Resources	Objective	Evaluation
1. Tricky word – hook a duck Independent	Tricky word recognition	Tricky words on ducks Magnetic rods	Children take turns to hook the duck and read the tricky word.	
2. Word building Adult supported	Segmenting simple words Grapheme/phoneme correspondence	Pictures of words containing new sounds ai and ee	Children segment the word and build the word using magnetic letters and a phoneme frame	
3. Blending Pairs Independent	Grapheme/phoneme correspondence Blending simple CVC words	CVC pictures and matching words	Children take it in turns to select a word and segment and blend sounds to read the word. Can they find the matching picture.	
4. Buried Treasure Focus sounds Adult supported	Segmenting simple CVC words Grapheme/phoneme correspondence	Buried objects containing words with ai - train, rain, paint, snail, nail, brain, chain ee – bee, tree, knee, teeth, seeds, three, sheep	Children to select objects and segment word. Does the sound contain our new focus sound?	
5. Fine motor Independent	Fine motor development	Different sized tweezers Beads Pot	Children to use fingers/tweezers to pick up beads and place them in the pot. How many can they collect before the timer runs out?	

Phase 2 Sound Mat



the

to

I

go

no

Phase 3 Sound Mat



he

she

we

me

be

was

my

you

her

they

all

are

No new sounds for phase 4:

said	so	have	like	some	were	there
little	one	do	when	out	what	come



oh	their	people	Mr	Mrs	looked
called	asked	water	where	who	again
thought	through	mouse	many	laughed	because
different	any	eyes	friends	once	please

In addition during phase 5:

Teach alternative pronunciations for graphemes –

ch – chin, Cheese

school, Chris

chef, Charlotte

y – yes

by, fly

happy

Teach alternative spellings for phonemes –

n kn gn

No, knee, gnome

m mb,

Mum, Thumb

J g dge

Jar, George, smudge,

Ai a ay a-e eigh ey ei

Train, angel, play, eight, grey, vein



Medium Term Planning Year 1

Subject	W/b 6.9 INSET 6 th	W/b 13/9 Meet the teacher	W/b 20/9	W/b 27/9 Target setting Open Day	W/b 4/10 Children's book week	W/b 11/10 Observation week	W/b 18/10 4 days INSET 22 nd
English Who am I?	Our holiday Phonics: ay, ou, ie, ea Reading – oh, old, their Spelling – said, so	Poetry - Senses/ Who am I? Unit 1 poetry Phonics: oy, ir, ue, aw Reading – people, house, about Spelling – have, like	Labels and captions for portraits Unit 1 NF labels and captions Phonics: wh, ph, ew Reading – Mr, Mrs, don't, by Spelling – some, come	Labels and captions for toys Unit 1 NF labels and captions Phonics: oe, au, a-e, e-e Reading – looked, time, your, called Spelling - were	Labels and captions for toys Unit 1 NF labels and captions Phonics: i-e, o-e, u-e, e, Reading – asked, very Spelling – there	Instructions for making a fruit salad NF unit 2 Instructions Phonics – alternative pronunciation for i and o Reading – water, where, day Spelling - when	Instructions for making a fruit salad NF unit 2 Instructions Phonics: recap all so far Reading – out, made, came Spelling – who, because

Phase 5 Week 4:

Objectives and criteria for success:

Teach new graphemes for reading p134 **oe au ey a-e e-e** (split digraph p135).
graphemes.

Practise reading and spelling words with adjacent consonants and words with newly learned graphemes.

Teach reading the words **looked, time, your, called** p141.Practise reading and spelling high frequency words p141/p148.
and p149.

Practise reading sentences p142.

Practise recognition and recall of Phase 2, 3 and 4

Teach spelling the word **were** p148.

Practise reading and spelling polysyllabic words p142

Practise writing sentences p149.

	Revisit and Review	Teach	Practise	Apply	Assessment
M o n	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5.	Teach reading high frequency words time, your p141 and tricky words looked, called p140. Teach 'oe' and talk about the letter sound 'o'. Explain that 'oe' usually goes at the end of a word. Blending for reading activity: toe, how, Joe, woe, foe.	Teach the children that when a word ends in 'o' such as hero and tomato it turns to oe when it's a plural. Read and spell tomatoes, goes, potatoes, heroes.	sentences p142. Joe hurt his toe.	Give the sound when shown any grapheme that has been taught. Begin to write some of the common graphemes when given a sound. Begin to apply phonic knowledge and skill
T u e	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise reading high frequency words p141.	Teach 'au' and compare to 'or'. Explain that 'au' doesn't usually go at the end of a word. Blending for reading activity: Paul, haul, launch, August, author, automatic. Use guidance on p142 for reading words with more than one syllable.	Segmentation for spelling activity: August, automatic, author, Paul, haunt, haunted. Use p149 for spelling words with more than one syllable.	Writing sentences p149. The room is haunted.	when reading and spelling unfamiliar words that are not completely decodable. Be able to blend and segment in order to read CVC words.
W e d	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise reading high frequency words p141.	Teach spelling tricky word were p148. Teach 'ey' and compare to 'ee'. Explain this usually goes at the end of a word. Blending for reading activity: money, donkey, turkey, jockey, valley, trolley.	Segmentation for spelling activity: chimney, cockney, monkey, donkey, turkey, money.	sentences p142. The monkey is on the chimney.	Begin to read automatically the words in the list of 100 high frequency words taught in previous phases.
T h u	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise reading high frequency words p141 and spelling tricky words p148.	Teach 'a-e' and compare to 'ai' p135. Blending for reading activity: came, made, make, take, game, cake, Jane.	Segmentation for spelling activity: shame, lame, amaze, snake, escape, same.	Writing sentence p149. Make me a cake.	Begin to accurately spell most of the words in the list of 100 high frequency words. Form each letter correctly.
F r i	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise reading high frequency words p141 and spelling tricky words p148.	Teach 'e-e' p135 and compare to 'ee'. Blending for reading activity: Pete, compete, Steve, even, theme, extreme.	Segmentation for spelling activity: extreme, Eve, theme, Pete, Steve, complete.	sentences p142. Pete and Steve made lunch.	

Year 2

1111Term/ Week		1	2	3	4	5	6	7 (8 autumn 2)
Autumn 1	Writing unit	<u>Can I build another me?</u> Sentence structure and handwriting. Conjunctions. ENP. Audience= Parents Purpose = Inform / Entertain Form= Factfile- on display board. Can parents guess which piece describes their child?		<u>Poet-ree on class nocturnal animals</u> ENP Verbs Nouns	<u>Adopt a class animal</u> <ul style="list-style-type: none">Instructions on how to care for the animalFactfile on the animalLetter to SG to ask if we can adopt a class animal. Audience= PSG Purpose = Inform / Persuade Form= Letter for adoption of a class animal			
	Grammar	ENP Capital letter and full stop for a statement. Coordinating conjunctions.		ENP Ly to an adjective to make an adverb	Imperative form of a verb for a command. ENP Ly to an adjective to make an adverb.			
	Spelling	Common exception words and Phase 3/5 revision	Common exception words and Phase 3/5 revision	Common exception words and Phase 3/5 revision	Common exception words and Phase 4/5 revision	Common exception words. s/es plural.		
Class Reader – NW- The Creakers by Tom Fletcher EW- ML- The Creakers by Tom Fletcher – brought the same book Amazon £3.49								
Autumn 2	Writing	<u>We completely must go to London</u> Audience= Buckingham Palace Purpose = Entertain, Form= Story			<u>Gunpowder plot</u> <ul style="list-style-type: none">Research facts about gunpowder plot.Create a newspaper report about the event. Audience= Assembly of children Purpose = Inform Form= 'News broadcast' to assembly hall about gunpowder plot.			
	Grammar	Capital letters for proper nouns. Coordinating conjunctions. ed suffix,- verb choices,	Capital letters for proper nouns Commas to separate items in a list.	Make simple revisions/additions to their work.	Make simple revisions/additions to their work. Questions with a question mark.	Capital letters for proper nouns Commas to separate	Make simple revisions/additions to their work.	

Week 3

es and criteria for success:

aphemes long vowel a, a-e, ai, ay

ecognition and recall of Phase 2, 3 and 4 graphemes as they are learned.

reading and spelling words with adjacent consonants and words with newly graphemes.

reading phase 4 tricky words: have, some, said, like, come, what, when

Practise reading and spelling polysyllabic words

Practise making sentences.

Practise digraph with 2 different phonemes.

	Revisit and review	Teach	Practise	Apply
1 bles s: ards.	Phase 4 tricky words song on youtube: https://www.youtube.com/watch?v=3NOzgR1ANc4&index=10&list=PLc4GGB9-2r9oOntS5XOrpWxp-g0cbbRY2s	Show the letter a . What sounds does this letter shape make? Short (sound) and long (letter name). Ask children for the different graphemes for the long vowel sound. Alien word – craifade Try together to spell the word a different way using the graphemes on the board. 3 mins - How many more ways can you spell this word using the graphemes? (in pairs on whiteboards) (HA may notice you can swap the f for ph)	Countdown 2 minutes on the clock. Words with long a sound on board. Select children using lollysticks to segment and blend the words, then cross the words off. Shorter words for LA, longer for HA. Repeat at end of week to beat the score.	Best Bet Which grapheme is used for each of these words? Rain Play Cake Pain baby
et s: ards, 4 es ls	Phase 3/4 phonemes flashcards	Teach ai and ay These graphemes can be easy to mix up so there is a trick when you are writing: Ai will only ever be in the middle or beginning of a word (show and read some words together). Ay is usually at the end of a word (show and read some words together). There are some exceptions (show picture of crayon, children to guess the word).	Reveal words on the board with ai/ay missing. Children to write whole word on whiteboards.	Sentence on the board for children to read and draw a picture. The brain with a tail goes to play in the hay.

Year 3

Term/ Week		1	2	3	4	5	6	7 (8 autumn 2)	
Autumn 1	Writing unit	Personal Wiki Page Using homework from holiday plan and create own wiki page			<u>James and the Giant Peach</u> Mini postcards Peach shape postcards Comic strip adventure Sentence types, explanation, prepositions of place		<u>Lone Robot</u> <ul style="list-style-type: none"> Design a robot Robot box Comic Strip Letter to Professor Lindengard 		
	Grammar		Irregular past tense verbs	A and an	Nouns and pronouns	Dictionary skills	Speech sentences	homophones	
	Spelling	Double consonant when adding -ed	Past tense when words end in y	Double consonant when adding -ing	Adding suffix -ly	Prefix re-	Mis and dis	Phonics assessment	
Class Reader – Bug Club book with follow up task									
Autumn 2	Writing unit	<u>Firework Makers Daughter</u> <ul style="list-style-type: none"> Designed a firework Firework instructions Firework advert 			<u>You Wouldn't want to be a Roman Soldier</u> <ul style="list-style-type: none"> Research facts about a roman soldier Create a wiki page Create a personal Wiki Page 		<u>Kapok Tree</u> Letter to save the forest Save the rainforest poster		<u>Christmas Poetry</u> Coming Home Acrostic poetry
	Grammar	Place and cause conjunctions	Proof reading to improve work	Proof reading to improve work	<u>Time place and cause</u> Adverbs and prepositions	<u>Time place and cause</u> conjunctions	Using inverted commas to punctuate direct speech	Using inverted commas to punctuate direct speech	SPaG focus
	Spelling	Phonics sound ure	ness and pre	Plural Adding s and es	Past tense – changes to a word when adding ed	Contractions e.g. don't	Phonics assessment	Phonics assessment	
Class Reader – Bug Club book with follow up task									

Short Term Planning

4 Part Lesson

1. Revisit or Recap
2. Teach New Element
3. Practise
4. Apply

[phase 5 lesson](#) showing all 4 parts

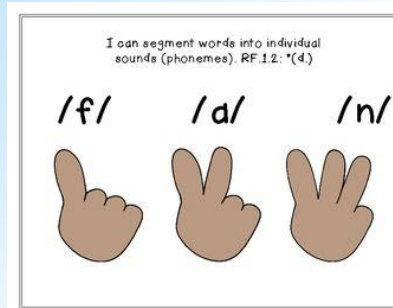


Ways to practise

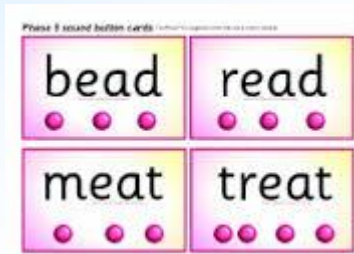
Visual, auditory, kinaesthetic (VAK)

- Songs, highlighted flash cards.
- Actions – robots, wiggles, waves, boogie, football, rockets, disco arms, wolf ears, swimming, light sabres, wands, tennis etc.
- Puppets.
- Games –Buried treasure, best bet, interactive games.
- Phoneme fingers, sound buttons.
- Phoneme spotters.
- Alien words.

Phoneme Fingers













Sound Buttons



Phoneme Spotter



Alien Words

 bip	 veen
 mav	 drap
 ind	 frem
 teg	 quorg
 poth	 cloist



Which children may find phonics hard to access?

- Dyslexic children
- Children with hearing difficulties eg glue ear
- Children with sight difficulties
- Children with speech and language difficulties
- EAL children
- Children who find concentration difficult

Who else may find phonics difficult?

Applying Knowledge

- Phonic knowledge needs to be applied in **Reading** and **writing**.

Children need to continue practising a skill for 20% of the time it took them to learn it.



Apply knowledge

- fowsping
- glorpid
- joefsid
- drakate
- buepl
- plimede
- smoyted



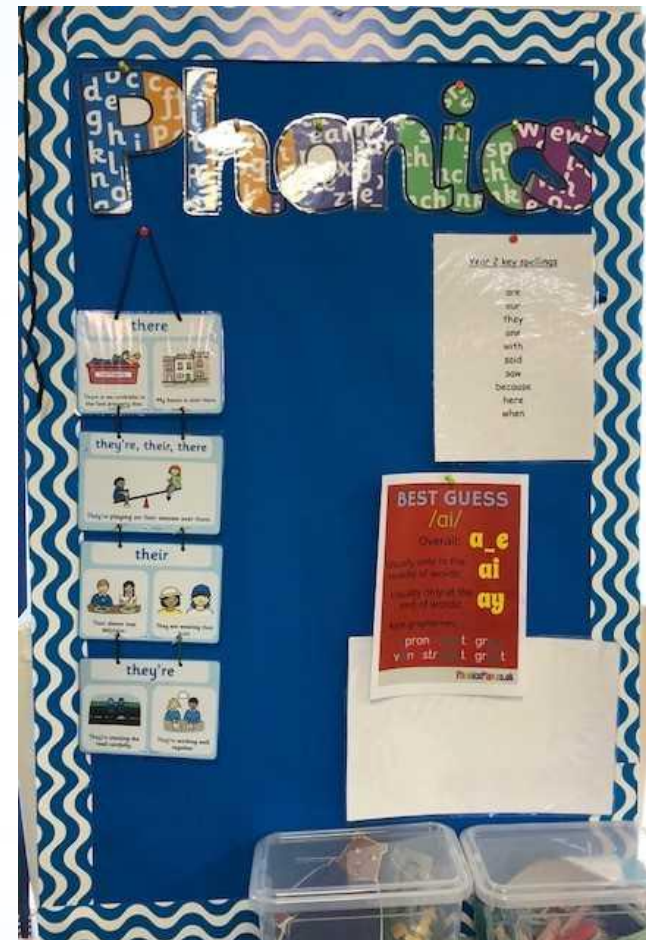
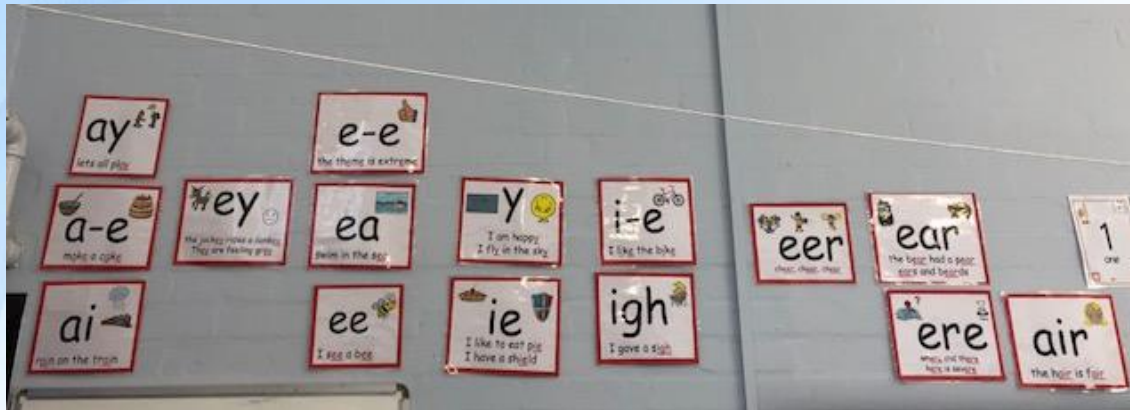
Reading and **writing** taught phonemes

'The mice came into the house twice.'

'I gave some advice about the ice.'

Remind children about non-negotiables e.g. CL and FS

Displays



What is important?



Resources

Monday	because	January
Tuesday	although	February
Wednesday	however	March
Thursday	if	April
Friday	when	May
Saturday	also	June
Sunday	therefore	July
	so	August
	but	September
		October
		November
		December

Year 1 and 2
Common Exception Words Mat

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

Aa a after again any are ask	Bb bath be beautiful because behind both break busy by	Cc child children Christmas class climb clothes cold come could	Dd do door	Ee even every everybody eye	Ff fast father find floor friend full	Gg go gold grass great	Hh half has he here his hold hour house	Ii I improve is
Kk kind	Mm many me mind money most move Mr Mrs my	Nn no	Oo of old once one only our	Pp parents pass past path people plant poor pretty prove put push put	Ss said says school she should so some steak sugar sure	Tt the there they to today told	Ww was water we were where who whole wild would	Yy you your

ar or ur ow oi ear air ure er ai ee igh oa oo
ch sh th ng qu ss ff ll zz

twinkl
visit twinkl.com

Useful Websites

- www.phonicsplay.co.uk/
- www.familylearning.org.uk/phonics_games.html
- www.oxfordowl.co.uk/FunIdeas/Index/4
- www.bbc.co.uk/cbeebies/games/alphablocks-games
- www.teachyourmonstertoread.com
- www.twinkl.co.uk - this site has loads of pre-made resources that you may find useful.