

Phonics at Askwith Primary School

- **Phonics Bug:** a systematic synthetic phonics programme that teaches letter sounds rapidly, showing children how to build up words with letters from the start, and always includes blending with printed words
- Simultaneously teaches the **segmentation** of words for spelling and develops **phonemic awareness** skills
- Two main session types - **phoneme** sessions & **language** sessions
- Fast paced, **multi-sensory**, **whole class** teaching approach
- Ongoing **assessment** identifies needs to quickly to ensure learning is maximised and children do not fall behind

Teaching sequence and lesson structure

Introduce	Learning intentions at the start of the session
Revisit/review	Previously learned sounds, blending reading and segmenting for spelling
Teach	Sounds, reading, spelling, high frequency (common) words
Practice	Practice opportunities including games and focus tasks
Apply	Language sessions provide opportunities to apply reading, spelling and writing of captions and sentences including irregular/not fully decodable common words. Decodable reading books.
Assess learning	Ongoing daily from interactions and at regular intervals following teaching periods. Allows any gaps to be quickly addressed so children do not fall behind

Phonic phases

Phonological awareness (Nursery)

- Stories, rhymes, games, discussions to develop:
 - listening skills
 - knowledge of alliteration, rhyming and syllables
 - segmenting and blending skills

Phase 2 - 4 (Reception)

- s, a, t, p...(see table)
- to, the, no, go...(see table)
- Language rich environment

Phase	Unit	Focus	Not fully decodable words (Irregular words)
2	1	s a t p	
	2	i n m d	
	3	g o c k	to
	4	c k e u r	the, no, go
	5	h b f, ff l, ll ss	I, into, her
3	6	j v w x	me, be
	7	y z, zz qu	he, my, by, she
	8	ch sh th ng	they
	9	ai ee igh oa oo (long) oo (short)	we, are
	10	ar or ur ow oi	you
	11	ear air ure er	all, was, give, live
4	12	Adjacent consonants (cvcc, ccvc, ccvcc, cccvc, cccvcc)	said, have, like, so, do, some, come, were, there, little, one, when, out, what

Phase	Unit	Focus	Irregular/High-frequency words
5	13	wh ph	oh, their, people
	14	ay a-e eigh/ey/ei (long a)	Mr, Mrs, Ms
	15	ea e-e ie/ey/y (long e)	looked, called, asked
	16	ie i-e y i (long i)	water, where
	17	ow o-e o/oe (long o)	who, again
	18	ew ue u-e (long u) u/oul (short oo)	thought, through
	19	aw au al	work, laughed, because
	20	ir er ear	Thursday, Saturday, thirteen, thirty
	21	ou oy	different, any, many
	22	ere/eer are/ear	eyes, friends
	23	c k ck ch	two, once
	24	ce/ci/cy sc/stl se	great, clothes
	25	ge/gi/gy dge	it's, I'm, I'll, I've
	26	le mb kn/gn wr	don't, can't, didn't
27	tch sh ea, zh, l/w/a o	first, second, third	

Phase 5 - 6 (KS1 - Years 1 and 2)

Phase 5

- Recaps previous sounds
- Phase 5 knowledge → new graphemes for reading
- alternative pronunciations
- alternative spellings of all graphemes.

Phase 6

- more complex, multi-syllabic words and morphemes such as prefixes and suffixes.

6	28	suffix morphemes ing ed	clearing, gleaming, rained, mailed
	29	plural morphemes s es	men, mice, feet, teeth, sheep
	30	prefix morphemes re un prefix+root+suffix	vowel, consonant, prefix, suffix, syllable

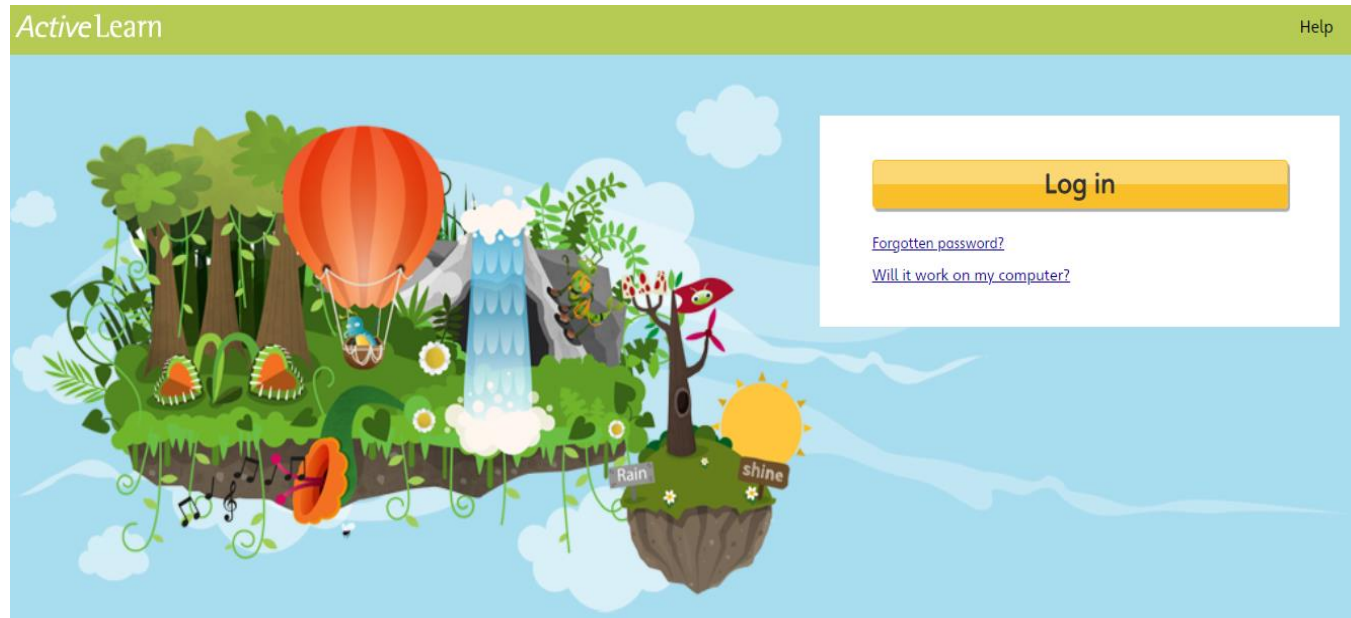
Phonics in Year 3

- Full phonics check in September (up to the end of Phase 6)
- Any gaps or misconceptions are addressed
 - Teaching
 - RAPID (Bug Club intervention programme)
- Spelling focus
- Lowest 20% - daily readers

Reading

ActiveLearn Login (activelearnprimary.co.uk)

- Children apply sound knowledge to reading books (aligned directly to phonics)
- Link to ActiveLearn (Bug Club) is on school website
- Home access online to reading books



- **Username:**
Full first name and the first letter of their surname in capitals.
There is no space between these.
Eg: Joseph Smith's = JosephS
- **Password is:** password
- **School code is:** laj6

Reading on Bug Club

Before and during reading

1 Say the sounds and look at the new spellings

/ow/	ou	/oi/	oy
------	----	------	----

2 Blend the sounds


toy	our	en/joy
loud	sounds	
de/stroy	cow/boy	
fair/ground	coun/ter	

3 Read the tricky words

diff/er/ent
man/y

Point out the tricky bit of the word (i.e. the 'a' sounds /e/ in 'many') and then blend the rest.

*Blending more than one syllable?
Do one syllable at a time.
e.g. cow/boy*



Comprehension

Ask the children to read the title. What do they expect this book to be about? Point out that this is an information book. What kinds of information might they expect to be inside? Have the children ever been to a toy shop themselves? Open the book to look at the contents page. What does this tell us?

Vocabulary check

Check that the children understand the meaning of following words: destroy, outfit, big wheel.

Reading the book

- Listen to the children reading the book. Ask them to say the sounds and blend them in order to read words they do not recognise immediately.
- Ensure that children read the headings.
- Point out any places where there are speech bubbles on the page. How might the toys speak? Encourage the children to read the text as expressively as they can.
- Stop on page 14 and point out the speech punctuation. What does this show us? Encourage the children to think about who is saying the words as they read.

At the Toy shop

Contents

Our toy shop	page 2
Looking inside	page 4
Loud sounds	page 6
Different dolls	page 8
Counting	page 10
Harry Hound	page 12
Home time	page 14

Written by
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1. These sounds will be sounds that the children are learning that week in phonics. Alternatively, they could be sounds the children need more practice applying in whole words. It is important the children deliberately practise these sounds before they read.

2. Practise blending the sounds within whole words.

3. Practise reading the tricky words. These are sight words which will not necessarily follow typical 'rules'

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Help and support with discussions which could take place when reading.

These could be before, during or after reading.

When using Bug Club, there is a 'bug' on this cover page which will read the phonic sounds, from Blue reading books onwards.

Our toy shop



On Saturday morning we go to the toy shop in our town. We like to look at all the toys.

2

Our toy shop has got many toys for boys and girls.

3

current sounds

current irregular/tricky words

previous sounds (recent)

previous irregular/tricky words

How to help at home

- Read the books that have been sent home with your child (access online books too):
 - recommended daily
 - use the inside covers for guidance and phonics practice
- Be careful to **avoid** a 'schwa' when discussing and modelling the sounds e.g. for /m/ - "mm" not "m-uh", for /j/ - "j" not "j-uh", for /l/ - "ll" not "l-uh"
- Spelling practice
 - support your child when practising their spellings
 - rhymes, spelling patterns, dictation

Any questions?

