

# Phonics

- 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, multisensory whole class teaching approach
- Ongoing assessment identifies needs to quickly to ensure learning is maximised and children do not fall behind

# Phonic phases

## Phase 1 to 6

### Pre-phonics/phase 1

- During nursery and into reception, children develop phonological awareness through stories, rhymes and a range of games to develop knowledge around listening, tuning into sounds, rhymes, alliteration etc.
- Language rich environment
- Phase 2 to 4 reception (table)

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, (w)a o	first, second, third	

# Phonic phases Phase 5 and 6 in KS1

Key Stage 1 recaps previous sounds and then focusses on Phase 5 knowledge of learning new graphemes for reading and then moves through the alternative pronunciations and spellings of all graphemes.

Phase 6 concentrates on 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

# Teaching sequence/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

# Lesson structure - phoneme session

<b>Phoneme Session</b>	
<i>Teaching Element</i>	<i>Description</i>
Alphabet song	Sing the Alphabet song
<b>Revision</b>	
Letters and Sounds	Quick-fire practice of previously taught grapheme–phoneme correspondences
Reading	Children practise reading words composed of previously taught grapheme–phoneme correspondences
Writing and Spelling	Children practise spelling and letter formation using previously taught graphemes and words

- Every Phoneme and Language Session has the same teaching elements
- Each Phoneme Session starts with 'Revision' to review previous learning and lesson to introduce new sounds

<b>Lesson</b>	
<i>Introduction</i>	<i>Discuss learning intentions and outcomes for the day</i>
Sounds	Children are introduced to new grapheme with corresponding phoneme. They highlight the letter's position in words from the Asset bank
Reading	Children blend phonemes for reading words
Spelling	Children segment words for spelling
Writing	Children form letters to cement grapheme–phoneme correspondence
Follow-up	Children are introduced to guided independent work, consolidating any teaching from Lesson
<i>Plenary</i>	<i>Discuss learning outcomes</i>
Alphabet song	Sing the Alphabet song

# Lesson structure - language session

## Language Session

<i>Teaching Element</i>	<i>Description</i>
Alphabet song	Sing the Alphabet song
<i>Introduction</i>	<i>Discuss learning intentions and outcomes for the day</i>
<b>Not fully decodable words/Irregular words</b>	
Reading	Children read irregular word(s)
Spelling	Children spell irregular word(s)
Writing	Children write captions and sentences
Follow-up	Basic comprehension and introduction of guided independent work
<i>Plenary</i>	<i>Discuss learning outcomes</i>
Alphabet song	Sing the Alphabet song

- Language sessions occur at the end of each unit
- They combine the teaching of irregular words with using words in the context of captions and sentences
- They serve to consolidate the teaching of reading and spelling in the Phoneme Sessions and promote early comprehension skills

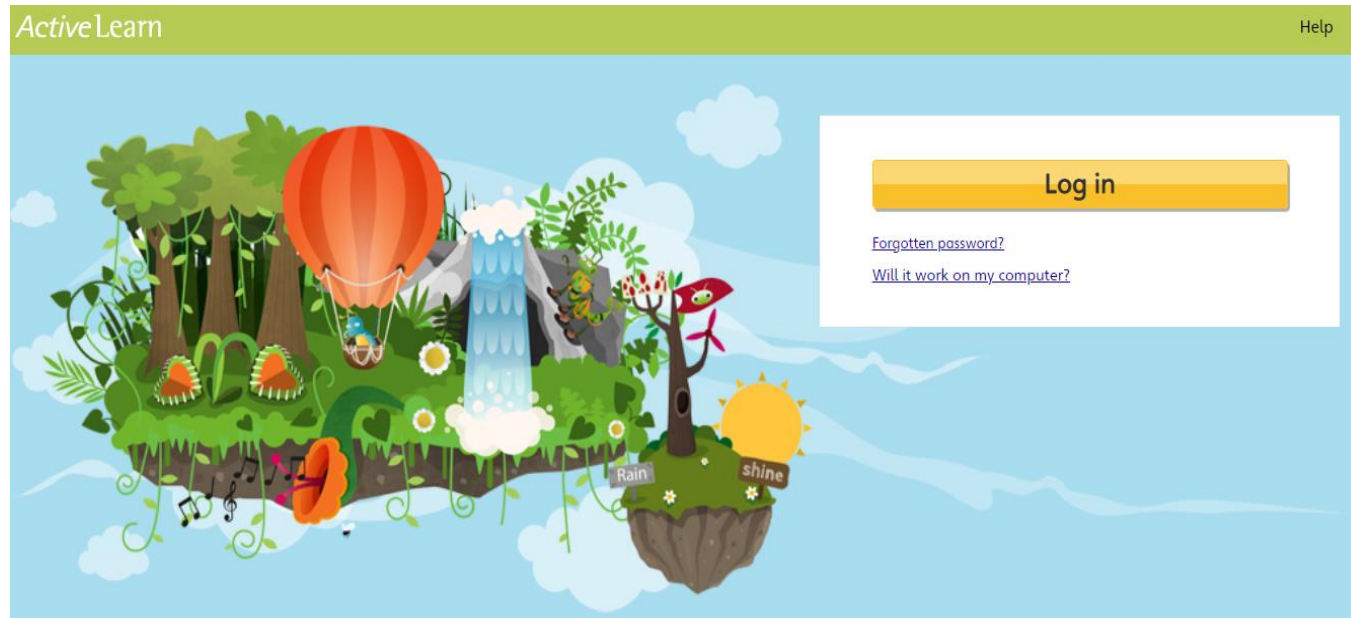
# Reading

[ActiveLearn: Login \(activelearnprimary.co.uk\)](http://activelearnprimary.co.uk)

Children apply sound knowledge to reading books

Link to resources to be on school website

Home access online to reading books and practice activities



- 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

## Before and during reading

1 Say the sounds and look at the new spellings

/ow/    ou    /oi/    oy

2 Blend the sounds

toy	our	enjoy
loud	sounds	
destry	cowboy	
fairground	counter	

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  
Vicky Shipton





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'

## 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.


**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.

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



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