

Development of Phonics at George Spicer

| Phonics Trajectory - Year One | | | | | |
|--|---|---|---|--|---|
| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| <p style="text-align: center;"><u>Entry secure phase 3/within phase 4</u></p> <p>Assessment – Part one screener</p> <p>Phase 4 with Phase 2 and 3 Review</p> | <p style="text-align: center;"><u>Entry secure phase 4</u></p> <p style="text-align: center;"><u>Phase 5a</u></p> <p>Teach new graphemes about 4 per week alongside HFWS and oral segmentation/blending</p> <p>Week 1 ay ou ie ea Week 2 oy ir ue aw Week 3 wh ph ew oe Week 4 au eu a-e e-e Week 5 i-e o-e u-e Week 6 Revisit</p> <p>Assessment (phonics screener)</p> | <p style="text-align: center;"><u>Entry secure phase 4, within phase 5a</u></p> <p style="text-align: center;"><u>Phase 5a</u></p> <p>Revisit new digraphs/trigraphs about 4 per week and reading/spelling HFWS</p> <p>Week 1 ay ou ie ea Week 2 oy ir ue aw Week 3 wh ph ew oe Week 4 au eu a-e e-e Week 5 i-e o-e u-e Week 6 Revisit</p> <p>Assessment (phonics screener)</p> | <p style="text-align: center;"><u>Entry secure phase 5a</u></p> <p style="text-align: center;"><u>Phase 5b Alternate pronunciations</u></p> <p>Revisit phase 5a sounds whilst introducing 5b. 4 a week</p> <p>Week 1 i (fin, find), o (hot, cold), c (cat, cent), g (got, giant), Week 2 u (but, put (in south of England), ow (cow, blow), ie (tie, field), ea (eat, bread), Week 3 er (farmer, her), a (hat, what), y (yes, by, very), ch (chin, school), Week 4 ch (chef), ou (out, shoulder, could, you) Week 5 Revisit Week 6 Revisit</p> <p>Assessment (phonics screener)</p> | <p style="text-align: center;"><u>Entry secure phase 5a/within phase 5b</u></p> <p style="text-align: center;"><u>Phase 5b Alternate spellings</u></p> <p>Revisit phase 5a sounds whilst introducing 5b.</p> <p>Week 1 /c/ /ch/ /f/ /j/ Week 2 /m/ /n/ /ng/ /r/ Week 3 /s/ sh/ /w/ /v/ Week 4 /e/ /i/ /o/ /u/ Week 5 /ai/ /ee/ /igh/ /oa/ Week 6 /oo/ /ar/ /or/</p> <p>Assessment (phonics screener)</p> | <p style="text-align: center;"><u>Entry secure phase 5a/secure phase 5b</u></p> <p style="text-align: center;"><u>Phase 5b Alternate spellings</u></p> <p>Revisit phase 5a sounds whilst introducing 5b.</p> <p>Week 1 /ur/ /ow/ /oi/ ear/ Week 2 /air/ /ure/ Week 3 /er/ /er/</p> <p>Phonics Screening</p> |

Phonics Trajectory – Foundation Stage

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|--|---|---|---|--|
| <p>Entry <u>within</u> phase 1</p> <p>Weeks 1-4 Baseline Assessment Assess alphabet & sound knowledge</p> <p><u>Phase 1</u> Auditory discrimination Auditory memory and sequencing Rhyming strings Developing vocabulary and language comprehension Oral blending and segmenting</p> | <p>Entry <u>secure</u> phase 1</p> <p><u>Phase 2 with Phase 1</u> Teach new graphemes about 4 per week alongside HFWS and oral segmentation/blending</p> <p>Week 1 s t a p Week 2 i n m d Week 3 g o c k Week 4 c k e u r Week 5 h b f l Week 6 ll, ss, ck, ff</p> | <p>Entry <u>within/secure</u> phase 2</p> <p><u>Phase 3</u> Teach new digraphs/trigraphs about 4 per week and reading/spelling HFWS</p> <p>Week 1 j, v, w, x Week 2 y, z, qu, zz Week 3 sh, ch, th, ng Week 4 ng, ai, ee, igh Week 5 oa, oo, ar, or</p> | <p>Entry <u>secure</u> phase 2/<u>within</u> phase 3</p> <p><u>Phase 3</u> Teach new digraphs/trigraphs about 4 per week and reading/spelling HFWS</p> <p>Week 1 ur, ow, oi Week 2 ear, air Week 3, 4, 5 revision of phase 3 sounds</p> | <p>Entry <u>secure</u> phase 3</p> <p>Week 1 & 2 2-syllables</p> <p>Phase 4 (Review Phase 2/3)</p> <p>Week 3 CVCC words Week 4 CCVC words Week 5 Practising adjacent consonants Week 6 Practising adjacent consonants</p> | <p>Entry <u>secure</u> in <u>Phase 3/within</u> <u>Phase 4</u></p> <p>Phase 3 and 4 Review digraphs/trigraphs, 2-syllable words, spelling HFWS</p> <p>Assessment – Part one screener</p> |

Phonics terminology

- Blending: We blend sounds together to read.
- Segmenting: We segment words into sounds for writing.
- Phoneme: A single letter sound.
- Digraph: 2 letters that make one sound.
- Trigraph: 3 letters that make one sound.
- Tricky words: Words that we can't sound out using phonics. Also known as sight words.
- Split digraph: Two letters that make one sound which are not adjacent (EG: a-e in the word 'snake').
- Grapheme: A sound represented in writing.
- Schwarring: As the adults modelling the sounds, we must avoid 'schwarring' which means when the sounds are not pure. For example, not adding an 'uh' sound on the end of consonant sounds. Say the sounds as clearly as possible to avoid confusion. For example, c-a-t is not pronounced as cuh-a-tuh.
- CCVC: Introduced in phase 4, consonant, consonant, vowel, consonant words. EG: thin, moth.
- CCVCC, CCCVC, CCCVCC: Also phase 4, eg: stand, shrek, shrink.
- Polysyllabic words: Phase 4, EG: sandpit, laptop
- Homographs: Phase 5, Words that are spelt the same but sound different eg: wind, bow.
- Homophones: Phase 5, Words which are spelt differently, but sound the same, some/sum, made/maid, saw/sore.
- Silent letters: Phase 5, gnome, knit, plumb
- Prefixes: Phase 6, a prefix is placed before the stem of a word. Adding a prefix to the beginning of a word changes its meaning. EG: discover turns into Rediscover with the 'Re' prefix.
- Suffixes: Phase 6, similar meaning to prefix but its placed after the stem of a word.

Pronunciation of phonics sounds and actions

From phase 2-3 we teach the phonemes with actions to support with recall. The actions we use are listed below. During the revisit/review we encourage the children by saying "I want to hear the phoneme and see the action".

The Jolly Phonics Songs are also available on Youtube or on the

O drive/Songsandmusic/Jollyphonics

Phase 2 sounds and actions

S Is a stretchy sound. Move your hand like a snake through the grass and say "sssss"

A Is a stretchy sound. Use your hand to make an 'ant' and pretend its jumping on your arm.

T Is a bouncy sound. Pretend to watch a tennis ball moving back and forth in a game. Say "t, t, t" as it moves back and forth.

P Is a bouncy sound. Its also a quiet sound. Pretend to blow a candle out on a cake, using your finger as the candle and say the sound. 'P, p, p'

I Is a stretchy sound. Use both hands to make whiskers by your face, pretending a mouse has ink on its whiskers.

N Is a stretchy sound. Put both arms out to the sides and pretend you are an aeroplane in the sky. "nnnnnn"

M Is a stretchy sound. Rub your hand on your tummy as if you have eaten something yummy! Say "mmmmm"

D Is a bouncy sound. Pretend to bang a drum and say "D, d, d"

G Is a bouncy sound. Pretend water is gurgling down a drain, use your hand going round in a small circle to represent this. Say "G, g, g"

O Is a stretchy sound. Use your hand to pretend to turn a light switch on and off. Say "O, o, o"

C Is a bouncy sound. Use both hands and pretend you are clicking castanets together with your fingers.

K Is a bouncy sound. Use both hands and pretend you are clicking castanets together with your fingers. Stretch your hands up high when doing the action, like a kite flying in the sky.

Ck Is a bouncy sound. Use both hands and pretend you are clicking castanets together with your fingers. Note that this sound is a digraph, 2 letters making one sound.

E Is a stretchy sound. Use both hands to pretend to crack an egg open. Say "e, e, e"

U Is a stretchy sound. Use both hands to pretend to open an umbrella. "U, u, up go umbrellas"

R Is a stretchy sound. Pretend to be a puppy ripping a rag. Say "rrrr" like a growl with the g!

H Is a bouncy sound. It is also a quiet sound. When saying the sound your child should feel their breath on their hand. Put your hand in front of your face and say "h, h, h"

B Is a bouncy sound. Pretend you have a bat and ball and you are hitting the ball with the bat. Say "b, b, b" as it bounces.

F Is a stretchy sound. Imagine you have paper and with both hands you are folding it.

Ff Is a stretchy sound. It is also a digraph. Use the same action that you used for 'f' but you can make it bigger, more exaggerated to emphasise it is a digraph.

L Is a stretchy sound. Pretend to lick a lollipop and say "lllll"

Ll Is a stretchy sound. Pretend to lick a lollipop and say "lllll" Note that this sound is a digraph, 2 letters making one sound.

Ss Is a stretchy sound. Move your hand like a snake through the grass and say "sssss" It is also a digraph.

Phase 3 sounds and actions

J Is a bouncy sound. Pretend you have jelly on a plate and say "j, j, j"

V Is a stretchy sound. Imagine you have a steering wheel and you are driving a van "vvvv"

W Is a bouncy sound. It is also a quiet phoneme. Put your hand in front of you, like blowing a kiss and say "w, w, w"

X Is a bouncy sound. It sounds like "ks". Imagine taking an xray with a camera. Say "ks" when you take the x ray.

Y Is a bouncy sound. Pretend to eat a yogurt with a spoon. Say "y, y, y"

Z Is a stretchy sound. Pretend to be a buzzing bee and say "zzz"

Zz Is a stretchy sound. Pretend to be a buzzing bee and say "zzz"

Note that this digraph sound usually comes at the end of words. EG: Fuzz, buzz

Qu Is a bouncy sound. It is also a digraph and usually is found at the beginning of words such as quack or queen. The action for this sound is pretending your hand is a ducks beak and say "qu, qu, qu"

Ch Is a bouncy sound. Pretend your arms are wheels from a train, chugging down the track and say "ch, ch, ch"

Sh Is a stretchy sound. Put your finger in front of your mouth, like you are telling someone to be quiet. Say "sh"

Th Is a stretchy sound. Pretend to be a silly clown and put your thumb to your nose. Move your fingers, this way and that way to emphasise the 'th' sound.

Ng Is a stretchy sound. Imagine you are strong and lifting weights and say "ng"

Ai Is a stretchy sound. To help the children remember this digraph, I will sometimes say "ai, what did you say?" For the action, cup your hand around your ear as if trying to hear something and say "ai"

Ee Is a stretchy sound. Put both hands on top of your head to make donkey ears. Explain to your child it's like a donkey saying "ee-or"

Igh Is a stretchy sound. Its also the first trigraph the children learn. It features in words like "high". The action to represent the sound is pointing upwards to represent "high"

Oa Is a stretchy sound. Say it like you are surprised by something "Oh!" The action is putting your hand to your face and saying the sound with a wide open mouth "oa!"

Oo Is a stretchy sound. Imagine you are a cuckoo in a cuckoo clock. Move your head forwards and backwards to be a 'cuckoo'. Sometimes to help the children remember this sound I might say "oo, poo at the zoo!"

Oo Is a bouncy sound. Think of the middle sound in the word 'book'. Pretend to open a book and say "oo, oo, oo"

Ar Is a stretchy sound. Imagine opening your mouth wide for the doctor and say "ar"

Or Is a stretchy sound. Like the sound 'ee'. Put both hands on top of your head to make donkey ears. Explain to your child it's like a donkey saying "ee-or". Emphasise the 'or' sound and words that have this sound such as "Thorn, corn, fork"

Ur Is a stretchy sound. Pretend to be surfing on a surf board and say "ur"

Ow Is a stretchy sound. Pretend you have hurt your finger, point to it and say "ow!"

Oi Is a stretchy sound. Imagine you are trying to get someone's attention by shouting "oi!" Cup your hand to your mouth as you say the sound.

Ear Is a stretchy sound. You hear with your ear... cup your hand to your ear to say the sound "ear"

Air Is a stretchy sound. Imagine brushing your hair and say "air"

Ure Is a stretchy sound. This can be a tricky trigraph to say correctly. It's not the same sound as in words like "picture" which sounds more like an "u". Think of the words "manure" or "pure" to say the sound correctly. The action is like pretending something is smelly, like smelling manure. Put your hand to your face, wafting the hand back and forth and say "ure".

Er Is a stretchy sound. Imagine you have a bowl and a mixing spoon, like in the word "mixer" and say "er".

Expectations for Phonics attainment (minimum trajectory):

- Children are secure at Phase 3 by the end of YR.
- Children are secure at Phase 5 by the end of Year 1.
 - Children are working on Phase 6 and moving into spelling knowledge and skills by the end of Year 2