

BHPS

Guide to Phonics



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Glossary of terms.

Term	Definition
Phoneme	The smallest unit of sound in a word. Also referred to as "a sound".
Grapheme	A letter or group of letters that represent a phoneme.
GPC	The match between a phoneme and a grapheme (grapheme phoneme correspondence)
Digraph	A phoneme that is represented by two letters
To sound	Saying the phonemes that each grapheme represents in order to blend them
Trigraph	A phoneme that is represented by three letters.
Recognition	The ability to say the sound when shown the letter (reading skill).
Recall	The ability to find or write the letter or groups of letter when the sound is said or heard (writing skill).
Blend	Squashing sounds together to make larger units such as syllables or words.
Segment	Breaking words or parts of words into the component sounds.
Polysyllabic word	A word with more than one syllable (not necessarily a compound word).
Adjacent consonant	Two or more consonants next to each other at the beginning or end of a word or syllable.

This vocabulary can also be found as a video on the school's youtube channel, making it more accessible to parents.

<https://www.youtube.com/watch?v=W-kOVMwycTM>



Principles of phonics.

A systematic synthetic programme of proven effectiveness is followed with rigour and fidelity.

- The programme is started as soon as possible when the children enter Reception. Preferably from week 3.
- The fast pace of the programme is maintained.
- Enough time is dedicated to the programme. Ideally 20-30 minutes per day.
- Teaching extends past dedicated time and is applied and reinforced throughout the day.
- There is no mix and match of programmes.
- The programme is carried through until the children can at least read almost all words fluently.

All staff involved are fully trained in teaching the programme.

- Senior management are included in the training.
- All levels of teaching assistant are included if they are involved in the teaching of early reading.
- Ongoing refresher training is provided.
- Training is provided for all new staff.

A dedicated phonics lead ensures quality, consistency and continuity of teaching.

- Teacher with expertise in phonics and direct experience of teaching phonics.
- Responsibilities include monitoring, mentoring and modelling. They are given enough dedicated time to fulfill role.

Effective provision is made for all abilities.

- Grouping is appropriate for our setting. Ensuring success for all abilities.
- TAs are deployed and used to optimum effectiveness.
- Progress is continually assessed.
- Regular progress meetings are held.
- There is close monitoring of those children who are making the slowest progress.
- Children in danger of falling behind are swiftly identified and interventions and additional support are planned.
- There is no excessive preparation for the Year 1 Phonics Screening Check but it is understood and valued as an assessment tool.
- All "catch-up" retains a Systematic Synthetic Phonics focus.

A "can-do" attitude permeates everything with full expectations that all children will attain or exceed expected standards.

- Teacher and school expectations are positive and high for all children regardless of their background.
- Children are continually praised and encouraged.

Phonics Organisation

We follow the organisation of sounds as set out in 'Letters and Sounds'. Tricky words and HFWs are taught alongside each sound with a clear progression from simple to more complex GPCs. Common exceptions words are also taught as part of the school's spelling programme in discrete spelling lessons.

	Sound	Words
Phase 2 Reception	s a t p	the to I No Go
	i n m d	Into
	g o c k	a an as at if in is
	ck e u r	it
	h b f/ff l/l	of off on can
	ss	dad had back and get big him his not got up mum but
Phase 3 Reception/Year 1	j v w x	He she we me
	y z zz qu	be was you they
	ch sh th ng	all my Her are
	ai ee igh oa (rain, feet, night, goat)	will that this
	oo ar or ur (book/moon, far, for, fur)	then them with
	ow oi ear air (cow, coin, fear, hair)	see for now
	ure er (sure, letter)	down look too
Phase 4 Year 1	Cvcc (read)	said have like so

	Cvcc (write)	do some come were there little one when out what went it's Children from just help
	Ccvc (read)	
	Ccvc (write)	
Phase 5 Year 1	ay ou ie ea (day, out, tie, eat)	oh their people Mr Mrs don't old I'm by time house about your day
	oy ir ue aw (boy, girls, blue, saw)	
	wh ph ew oe (When, photo, new toe)	
	au a-e e-e i-e (paul, make, these like)	
	o-e u-e (home, rule)	
Phase 5b Alternative pronunciations. Year 1	i o c u (find, cold, cent, giant)	looked called asked could made came make here saw very
	ow ie ea er (blow, field, bread, her)	
	a y ch ou g (what, by, chef, could, magic)	
Phase 5c Alternative spellings Year1/ 2	Please see letters and sounds document pg. 154-157 for examples of words for each sound.	
	ai c ee ch	
	igh f oa m	
	oo (y) oo n	
	ow ng or r	
	AR S ear sh	
	Air v or w	
	Ur e er I	
	Ure o zh u	
Phase 5d/ Phase 6 Year 2	Past tense	
	-ed	
	-s –es	
	-ing –ed –s –er –est –y -en	
	Words ending in -e	
	Words ending in –y	
	Words ending in single constant	

Monitoring

Monitoring will be in line with school monitoring schedule. Half termly "Drop in" sessions will be available with Laura to share any difficulties.

Assessment

September- Baseline.

End of Autumn 2

End of spring 2

L. Bowker March 2020

End of summer 2

Year 1 (and applicable y2 children) may wish to add in half termly assessment in spring in preparation for phonics screening.

See appendices for O track code definitions.

BHPS phonics assessment sheets (see appendices) are contained within the reading folder for the class. These should build up a formative picture of the child's phonetic ability throughout the school and stay with the child each year. They should be updated half termly (See key reading dates).

A tracking spreadsheet for the whole class is used to monitor each child's progression through the sounds and identify gaps in learning. Intervention groups are then based on this assessment.

A typical phonics lesson

Revisit/Review

This is a review of previous learning. This can include:

- Recognition of previously taught graphemes (reading)
- Recall of previously taught graphemes. (writing)
- Recognition of previously tricky words (Reading)
- Recall of previously taught tricky words (writing)
- Reading of words containing previously GPC.
- Writing of words containing previously GPC.

Teach

- Explicitly teach new GPC or tricky word.
- Teaching blending or segmenting with letters.

Practice and Apply

- Practice reading or spelling words using taught letters.
- Write or read a caption using high frequency words and fully decodable words.
- All children should have a task – can be differentiated.
- It should be active with everyone involved.

Revise key learning from the lesson.

- This should not be a re-run of the lesson.

Planning

- Daily lesson plans are available for teachers and TAs to use as part of daily class phonics and interventions.
- The planning matches the progression of the sounds and is designed to cover all aspects of the lesson in an interactive and engaging way.

Flipcharts

- Template flipcharts for use with the IWB have been created for each phonic phase in order to ensure consistency in lesson structure and graphics being shown to the children.
- The flipchart templates are to be adapted to the needs of the children as part of weekly planning by the teacher.

Phonics Displays

Frieze frames are available for phase 2 to 5. Display as and when they children have learnt the sounds. The same displays are used in each classroom to ensure consistency.

Resources

Each class uses the same provided flashcards for GPCs, Tricky words and HFWs in order to ensure consistency across the school.

Actions

We have allocated actions to be taught with each sound in order to promote recall of these sounds into long term memory. These actions have been videoed for reference by both staff and parents and are shared on the school's youtube channel. This also ensures that the sounds are taught purely and clearly without 'schwas' or differences in regional dialect.



<https://youtu.be/U2O01TxWaaM>

Lesson Expectations

- All children are participating in the lesson.
- The sound being taught is appropriate to the needs of the class.
- The sound is clearly modelled by the adult and rehearsed by the children.
- The sound is modelled in cursive handwriting (for writing sessions this should be an opportunity to practise letter formation).
- Children should be active within the lesson- limit activities that involve sitting for long periods.
- A variety of activities should be on offer (writing sessions).
- Children should have the opportunity to write in books at tables rather than on whiteboards (currently being trialled in Reception Autumn 2021).

Interventions

- Interventions should be targeted and structured to ensure children make rapid progress to keep up with their peers.
- Staff to use the school's 'Tracking of Interventions' sheet to monitor the impact of the intervention.
- Intervention groups should be kept small (6 children max) in order to have impact.
- Staff to use the daily phonics planning and flipcharts when delivering the interventions to ensure consistency with what is being taught in lessons.
- **Staff identify children in need of intervention through use of phonics sounds tracking spreadsheet.**

CPD

- All staff have received training in how to deliver high quality phonics lessons based upon 'letters and sounds'.
- New staff receive training as part of their introductory package to the school.
- Where a CPD need is identified during monitoring this is addressed by the phonics lead through lesson modelling and supportive coaching in line with the school's monitoring rationale.
- Spreadsheet support video
<https://youtu.be/UdqVCaUx8aQ>
- Guide to Bug Club
<https://youtu.be/2pqV5AU7pfc>
- Actions for all phonics sounds
<https://youtu.be/U2O01TxWaaM>
- Phonics Vocabulary explained
<https://youtu.be/W-kOVMwycTM>
- Phonics Guide
<https://youtu.be/ibOX0353zng>

- Early reading tips for reception and KS1
<https://youtu.be/uFLUVgPt8z8>

Progression from Reception to Year 2.

This programme overview shows the progression of GPCs and tricky words that we teach term-by-term. The progression has been organised so that children are taught from the simple to more complex GPCs. All the graphemes taught are practised in words, sentences and in fully decodable books during reading sessions.

Reception

Term/Week	Sounds taught	Words
A1 W1	Settling in time/ Phase 1 recap	
A1 W2		
A1 W3	s a t p	the a an as at
A1 W4	i n m d	To if in is it
A1 W5	g o c k	I of off on can
A1 W6	ck e u r	No dad had back and
A1 W7	h b f ff	Go get big him his
A1 W8	l ll ss	Into not got up mum but
A2 W1	Consolidation of phase 2	
A2 W3	Consolidation of phase 2	
A2 W4	Consolidation of phase 2	
A2 W5	Consolidation of phase 2	
A2 W6	Consolidation of phase 2	
A2 W7	Consolidation of learning so far.	
SP1 W1	j v w x	He will that
SP1 W2	y z zz qu	She this then
SP1 W3	ch sh th ng	Me them with
SP1 W4	ai ea igh oa	Be see for
SP1 W5	oo ar or ur	Was now down
SP1 W6	ow oi ear air	You look too
SP2 W1	ure er	They
SP2 W2	Consolidation of phase 3	All
SP2 W3	Consolidation of phase 3	My
SP2 W4	Consolidation of phase 3	Her
SP2 W5	Consolidation of phase 3	are
SP2 W6	Consolidation of phase 3	
S1 W1	Cvcc (read)	Said
S1 W2	Cvcc (write)	Have
S1 W3	Ccvc (read)	like
S1 W4	Ccvc (write)	so
S1 W5	Consolidation of phase 4.	do
S2 W1	Consolidation of learning. Focus on meeting all statements in ELG for Reading and writing.	some
S2 W2		come
S2 W3		were
S2 W4		there
S2 W5		Little
S2 W6		one
S2 W7		

Year 1

Term/Week	Sounds taught	Words
A1 W1	Settling/ begin assessments	
A1 W2	Assessment	
A1 W3	j v w x	He will that
A1 W4	y z zz qu	She this then
A1 W5	ch sh th ng	Me them with
A1 W6	ai ea igh oa	Be see for
A1 W7	oo ar or ur er	Was now down
A1 W8	ow oi ear air ure	You look too
A2 W1	Consolidate Phase 3	
A2 W2	Consolidate Phase 3	
A2 W3	CVCC Read and write Build in polysyllabic words and cvcc with phase 3 graphemes	little one when out what went it's Children just help
A2 W4	CCVC Read and write Build in polysyllabic words and ccvc with phase 3 graphemes	do some come were there was you
A2 W5	Consolidate Phase 4	
A2 W6	ay ou ie ea (day, out, tie, eat)	oh don't their people
A2 W7	oy ir ue aw (boy, girls, blue, saw)	Mr Mrs old I'm your
A2 W8	Assessments	
SP1 W1	Consolidate phase 5	
SP1 W2	Consolidate phase 5	
SP1 W3	wh ph ew oe au (When, photo, new toe, paul)	Said so have like by time day
SP1 W4	a-e e-e i-e o-e u-e (paul, make, these like home, rule)	Some come were there house about
SP1 W5	Consolidation of Phase 5	your day
SP1 W6	Assessments	
SP2 W1	Consolidation of Phase 5	
SP2 W2	i o c u (find, cold, cent, giant)	looked could saw very
SP2 W3	ow ie ea er (blow, field, bread, her)	called made came
SP2 W4	a y ch ou g (what, by, chef, could, magic)	asked make here
SP2 W5	Consolidation of Phase 5b	
SP2 W6	Consolidation of Phase 5b	
S1 W1	Prepare for phonics screening	
S1 W2	Prepare for phonics screening	
S1 W3	Prepare for phonics screening	
S1 W4	ai c ee ch	Said so have we
S1 W5	igh f oa m	Some come who were

S2 W1	oo (y) oo n	Old don't water there where
S2 W2	ow ng or r	many laughed because different
S2 W3	AR S ear sh	Friends once oh
S2 W4	Air v or w	Please little one do
S2 W5	Ur e er I	Mr Mrs any friends
S2 W6	Ure o zh u	Called asked should
S2 W7	Consolidate phase 5c	

Year 2

Term/Week	Sounds taught	Words
A1 W1	Settling in	
A1 W2	Consolidate phase 5a	Oh their people
A1 W3	Consolidate phase 5b	Mr mrs looked
A1 W4	Consolidate phase 5c	Asked called should
A1 W5	Past tense	
A1 W6	-ed	rounded, helped, turned, begged, hissed, wanted, sorted, hummed, waded, washed, hated, greased, lived, robbed, rocked, laughed, called, roasted
A1 W7	-s -es	cats, dogs, spends, rocks, thanks, catches, knives, loaves
A1 W8	-ing -ed -s -	Singing, running, walked, climbed, pencils
A2 W1	-ing -ed -s -	Singing, running, walked, climbed, pencils
A2 W2	er -est -y -en	Lower, luckier, lowest, luckiest, funny, smokey, sandy, flatten, whiten, straighten
A2 W3	er -est -y -en	Lower, luckier, lowest, luckiest, funny, smokey, sandy, flatten, whiten, straighten
A2 W4	Consolidate	
A2 W5	Words ending in -e	hope, safe, use
A2 W6	Words ending in -y	cry, fly, dry, try, reply, July lucky, happy, puppy, fry monkey
A2 W7	Words ending in single constant	hop – hopped, hopping; red – redder, reddest; run – running, runner
A2 W8	Consolidate	

Appendices

BHPS Phonics Assessment

Name of child:

Date of assessment and colour of highlighting.									
------------------------------------------------	--	--	--	--	--	--	--	--	--

Phase 2 Set 1 Set 2 Set 3 Set 4 Set 5	Read s a t p i n m d g o c k ck e u r h b f ff l ll ss	Write s a t p i n m d g o c k ck e u r h b f ff l ll ss	sat tap sap sat pat mat pan pin sit tip pit pot pod pat cat can run leg but sick hit hiss huff bill fun
Phase 2 tricky words	The to I no go		
Phase 3 Set 6 Set 7	Read j v w x y z zz qu ch sh th ng ai ee igh oa oo oa ar or ur ow oi ear air ure er	Write j v w x y z zz qu ch sh th ng ai ee igh oa oo oa ar or ur ow oi ear air ure er	Jam van wet box Yet zip fuzz quit Chip shop thing rain sheep high boat Book moon Farm for hurt cow coin dear fair corner
Phase 3 tricky words	He she we me be was no go my you they her all are		
Phase 4 (cvcc & ccvc)	Bend mend hump bent damp spot spin trip glass track speck		
Phase 4 tricky words	Said so have like some come were there little one do when out what		
Phase 5	Read ay ou ie ea oy ir ue aw wh ph ew oe au a-e e-e i-e o-e u-e	Write ay ou ie ea oy ir ue aw wh ph ew oe au a-e e-e i-e o-e e u-e	Day out tie eat boy girl saw when graph new toe Paul make name these like home rule lane
Phase 5 tricky words	Oh their people Mr Mrs looked asked called could		
Phase 5 (part 2) Alternative pronunciations of graphemes	i fin find o hot cold c cat cent g got giant u but put		ow cow blow ie tie field ea eat bead great er farmer her a hat what y yes by very ch chin school chef ou out shoulder could you

<u>Phase 2 words</u>		<u>Tricky words</u>
sat	tap	the
sap	sat	to
pat	mat	I
pan	pin	no
sit	tip	go
pit	cat	
can	run	pod
leg	but	
sick	hit	
hiss	huff	
bill	fun	

<u>Phase 3 words</u>		<u>Tricky words</u>
jam	van	he
wet	box	she
yet	zip	we
fuzz	quit	me
chip	shop	be
thing	rain	was
sheep	high	no
boat	book	go
moon	farm	my
for	hurt	you
cow	coin	they
dear	fair	her
	corner	are














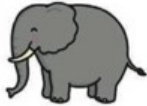









<u>Phase 4 words</u>		<u>Tricky words</u>
bend	sport	said
mend	bleed	so
hump	brush	have
bent	smear	like
damp	growl	some
spot	scoop	come
spin	speech	were
trip	freshness	there
glass	starlight	little
track	floating	one
speck	treetop	do
steep	out	one
train	what	when

<u>Phase 5 words</u>		<u>Tricky words</u>
day	out	oh
tie	eat	their
girl	boy	people
blue	saw	Mr
when	graph	Mrs
new	toe	looked
Paul	make	asked
name	these	called
like	home	could
rule	lane	

























O track code definitions.

1	Beginning to recognise and name familiar sounds.	3	Can read and write set 6 &7 + ch sh th ng. Can blend and segment with these sounds.	5	Can read and write phase 5a sounds Can blend and segment with these sounds.
1+	Can recognise familiar sounds. E.g. cow, horn, door.	3+	Can read and write all phase 3. Can blend and segment.	5+	Can read write alternative pronunciations to most words.
1++	Can orally blend and sound.	3++	Can read and write tricky words and HFW words.	5++	Can read and write tricky and HFW words.
2	Can read and write set 1 set 2 and set 3 sounds. Can blend and segment words with set 1 and 2.	4	Can blend and segment with beginning adjacent constants.	6	Emerging using spelling rules.
2+	Can read and write all phase 2 sounds (set 1-5) Can blend and segment words with all phase 2	4+	Can blend and segment with ending adjacent constants.	6+	Developing using spelling rule.
2++	Can read and write tricky and HFW words.	4++	Can read and write tricky and HFW words.	6++	Confident using spelling rules.











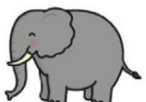











My Phase 2 Sound Mat

s 	a 	t 	p 	i 	n 	m 	d 
g 	o 	c 	k 	ck 	e 	u 	r 
h 	b 	f 	ff 	l 	ll 	ss 	



















































My Phase 3 Sound Mat

j 	n 	w 	x 	y 	z 	zz 	qu 	
ch 	sh 	th 	ng 	ai 	ee 	igh 	oa 	
oo 	oo 	ar 	or 	ur 	ow 	oi 	ear 	
air 	ure 	er 						*Pure

My Phase 5 Sound Mat

ay 	ou 	ie 	ea 	oy 	ir 	ue 	ue 
aw 	wh 	ph 	ew 	ew 	se 	au 	ey 
a-e 	e-e 	i-e 	o-e 	u-e 	u-e 		

*even

a 	o 	x 	t 	e 	p 	r 	i 	n 	m 	h 	b 	d 	g 
s ss 	c k ck 	qu 	u 	j 	y 	ch 	sh 	th 	w wh 				
v 	f ff ph  	ou ow  	l ll 	oa ow oe   o-e	oo ue ew   u-e	ar 							
ng 	z zz 	ai ay  a-e	ear 	ie igh  i-e	ee ea  e-e	air are 							
ure 	oi oy 	or aw au   	er ir ur   	I no go to into he she we be me was									
you they all are my her said have like so do come some were there here little one when out what													

Additional Files.

L:\OneDrive - BGfL 365\BHPS-OneDrive-StaffShare\BHPS Planning & Curriculum\2020-2021\CURRICULUM ALL YOU NEED\SUBJECTS ALL YOU NEED\PHONICS

Phase 2 words
Phase 3 words
Phase 4 words
Phase 5 words

Frieze frames.
Tricky words
Flash cards

Phase 2 planning
Phase 3 planning
Phase 4 planning
Phase 5a planning
Phase 5b planning
Phase 5c planning
Phase 5d planning



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Phonics handbook for each phase
Phase 3 Resources for each sound
Phase 4 Resources for each sound
Phase 5 Resources for each sound
Phonics Check Revision resources

Flipcharts:
Phase 2
Phase 3
Phase 4
Phase 5



Phonics amendment November 2020.

Whole school actions following English hub training.

Robot arms *One robot arm per sound. Used to segment for writing.*

Robot arms are to be used by Early Years and at the beginning of Year 1. Throughout the Autumn Term Year 1 are to phase out robot arms when the children are developmentally ready. Robot arms can be used above Year 1 if developmentally appropriate.

Phoneme Fingers *One finger per sound. Used to segment for writing.*

To be used in conjunction with robot arms in Early Years and Year 1. To be used as only method of segmenting in Year 2 upwards.

Sound buttons. *Method of adding dots and dashes to identify graphemes when reading.*

To be used from Early Years and up. Support for reading.