

Phonics at Lowther



At Lowther, synthetic phonics is taught daily for 20 minutes from Reception to Year 1 following Essential Letters and Sounds. Year 2 onwards continue to support children to practise, fill in gaps and retain their phonics knowledge. All children move together through learning graphemes in order to avoid gaps forming. Lessons are fast-paced, interactive and challenge all pupils to apply segmenting and blending skills.

Lesson sequences

	Revisit and review Revisit and review previously learned graphemes daily . Practise reading tricky and high frequency words.
	Teach Teach new grapheme (using action, image and handwriting patter) or explore new spelling rule. Gradual release teaching modelling (me then you) to blend and segment words containing new focus or rule.
	Practice All children should have opportunity to practise blending and segmenting as many words as possible. Practise section includes interactivity.
	Apply Daily opportunities are provided to apply new learning to reading and writing phrases and sentences at the end of each phonics session. Every opportunity is taken to apply these skills across the curriculum and through the learning environment.

Key vocabulary modelled in lessons

Phoneme	Smallest unit of sound in a word
Grapheme	A letter or a number of letters that represent a sound (phoneme) in a word
Digraph	A phoneme represented by 2 letters e.g. ai, er, ow
Trigraph	A phoneme represented by 3 letter e.g. igh, ear, ure
Split digraph	Two letters that represent one phoneme but are split by another letter e.g.. a-e in game, i-e in time, o-e in bone
Blend	Blending is the skill required for decoding words by saying each individual phoneme in a word and merging them together to say the word.
Segment	Segmenting is the opposite of blending and is the skill used for spelling by splitting a word into its individual phonemes
Adjacent consonant	Two or more consonant phonemes adjacent in a word to create ccvc, cvcc, cccvc, ccvcc words e.g. swim, post, string,
Polysyllabic	More than one syllable in a word.
High frequency words and tricky words	Common words that appear often in written texts. Some of these are decodable and others are exception words (tricky words). Children must learn to read and spell these words.

Core strategies used for blending and segmenting in every lesson

	Robot arms Blending hands 		
Clear articulation of phonemes	Segmenting using robot arms and blending using blending hands	Reading opportunities	Writing opportunities

Enabling environments at Lowther

 1. You can chop them into long and short bits. 2. You can join them. Phonetic materials	 Flashcards clearly on display

Minimum entitlement for slower graspers

At Lowther we recognise the importance of all pupils becoming fluent readers as early as possible so that they access the full curriculum. . If a child falls behind, we quickly intervene to ensure they rapidly keep up.

Any child who falls behind will receive:

- Intervention involving pre-teaching or over-teaching, often on the same day in order to keep up.
- Adaptive teaching and scaffolding during phonics lessons.
- Gaps tracked through a personalised 'Phonics passport'.
- 1:1 reading.

What does effective phonics teaching look like at Lowther?

- Weekly lesson sequence shows clear progression and appropriate phase pitch.
- Phonic session is taught in 3 parts: Review, Teach & Practise and Apply
- Essential Letters and Sounds images and handwriting patter are used.
- Demonstrations of how to blend the sounds in words, in order, all through the word, clearly and accurately.
- Demonstrations of how to segment words into their individual sounds to spell them.
- Phonemes are clearly articulated.
- Harder to Read and Spell words (HRC) are being taught and practised in daily phonics sessions.
- Planned opportunities for independent application of phonic skills across the curriculum throughout the day. Areas of the classroom provide opportunities to embed.
- Interactive and multisensory teaching and learning strategies.
- Adaptive teaching within sessions- all children learning the same phoneme with appropriate support or challenge to meet individual needs.
- Use of AFL strategies to identify the children that may be struggling or have not quite grasped something.
- Good links being made between spelling and handwriting.
- Effective deployment of support staff during a phonic session

Overview of progression of phonic phases

This document provides an overview of the phonic phases that are taught in each year group in each half term.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<i>Aspect 1 and 2:</i> -Environmental sounds -Instrumental sounds	<i>Aspect 1 and 2:</i> -Environmental sounds -Instrumental sounds	<i>Aspect 3 and 4:</i> Body percussion Rhythm and rhyme	<i>Aspect 5 and 6:</i> Alliteration Voice sounds	<i>Aspect 7:</i> Oral blending and segmenting	<i>Aspect 7:</i> Oral blending and segmenting
Reception	Phase 2 Oral blending Sounding out and blending with 23 new grapheme-phoneme correspondences (GPCs) 12 new harder to read and spell (HRS) words	Phase 3 Oral blending Sounding out and blending with 29 new GPCs 32 new HRS words Revision of Phase 2	Phase 3-4 Oral blending No new GPCs No new HRS words Word structures – cvcc, ccvc, ccvcc, ccvc, ccvcc Suffixes Revision of Phase 2 and Phase 3	Phase 3-4 Oral blending No new GPCs No new HRS words Word structures – cvcc, ccvc, ccvcc, ccvc, ccvcc Suffixes Revision of Phase 2 and Phase 3	Phase 4 Oral blending No new GPCs No new HRS words Word structures – cvcc, ccvc, ccvcc, ccvc, ccvcc Suffixes Revision of Phase 2 and Phase 3	Phase 5 introduction Introduction to Phase 5 for reading 20 new GPCs 16 new HRS words
Year 1	Phase 5 Revision of previously taught Phase 5 GPCs 2 new GPCs 9 new HRS words	Phase 5 Revision of previously taught Phase 5 GPCs 2 new GPCs 9 new HRS words	Phase 5 Alternative spellings for previously taught sounds 49 new GPCs 4 new HRS words Oral blending Revision of Phase 2, Phase 3 & Phase 4	Phase 5 Alternative spellings for previously taught sounds 49 new GPCs 4 new HRS words Oral blending Revision of Phase 2, Phase 3 & Phase 4	Phase 5 With ELS, phonics teaching does not stop at the end of Year 1, but continues as children move through the school, with links being made between their GPC knowledge and spelling • Revision of all previously taught GPCs for reading and spelling Wider reading, spelling and writing curriculum	All Phases With ELS, phonics teaching does not stop at the end of Year 1, but continues as children move through the school, with links being made between their GPC knowledge and spelling • Revision of all previously taught GPCs for reading and spelling Wider reading, spelling and writing curriculum
Year 2 Onwards	Delivering a diagnostic assessment to measure gaps and then offer intervention sessions as appropriate for cohort.					