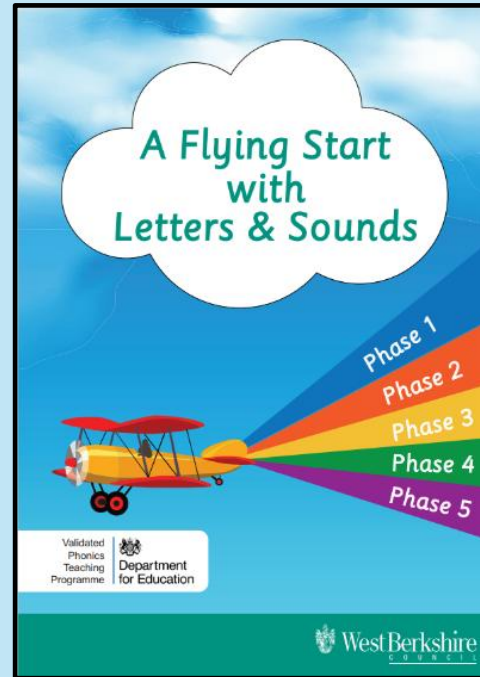




A Flying Start with Letters & Sounds



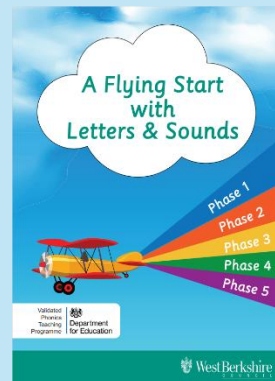


A Flying Start with Letters & Sounds

Is built upon 4 ambitions:

- Pupils will develop good language skills and a wide vocabulary
- Pupils will foster a love of reading
- Pupils will acquire the skills to read independently as indicated by the phonics check
- To secure the physical skills to write in order to successfully record the graphemes they have learnt and write creatively

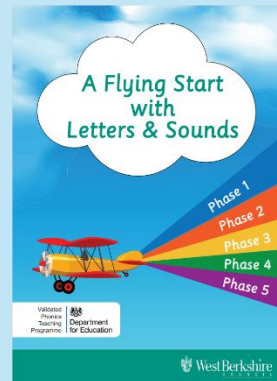
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Technical Terminology:



- **Oral blending** - is hearing a series of spoken sounds and merging them together to make a spoken word
- **Blending** – is recognising the letter sounds in a written word, for example c-u-p, and merging or synthesising them in the order in which they are written to pronounce the word “cup”
- **Segmenting** - is identifying the individual sounds in a spoken word (e.g. h-i-m) and writing down or manipulating letters for each sound to form the word ‘him’



Graphemes

	Diagraphs	Trigraphs
s	ai	igh
b	oo	ure
t	ar	air



Phonic Phase Progression Chart :

Phase 1 - Forever Phase <i>Begins from birth and continues throughout life</i> Objective: Developing lifelong learners who can tune into sounds, have quality conversations and love books.				
DURATION:	Phase 2 <i>Start mid-September (6 weeks)</i>	Phase 3 <i>Start end of November (12 weeks)</i>	Phase 4 <i>Start beginning of March (8 weeks)</i>	Phase 5 <i>September – July (Whole academic year)</i>
YEAR GROUP	Reception	Reception	Reception	Year 1
OBJECTIVE:	Recognising and articulating sounds that can be blended for reading and segmented for spelling.			Understanding there are alternative ways to say, read and spell words. <i>(Securing the screening)</i>

- Children are assessed every half term
- Afternoon interventions and daily read to plug gaps in learning

Phase 1



Phase 1 :



- Know the sounds around them
- Begin developing oral blending and segmenting skills.
- A continuous strand
- Start from birth

The phase 1 philosophy is that children cannot be expected to successfully tune in to letter sounds and be ready for phonics teaching in phase 2 if they have not had sufficient phase 1 experience.

Phase 2



Phase 2 – The purpose:



- Move children on from oral blending and segmenting to blending and segmenting with letters.
- Words are constructed from phonemes, digraphs and trigraphs

By the end of the phase children will be able to read some VC (vowel-consonant) and CVC (consonant -vowel-consonant) words and to spell them.

Phase 2 – Skills & knowledge:



- Children will use their knowledge of the phonemes to blend simple CVC words, moving from left to right, (e.g. 'pat' and 'tap').
- Children will be able to apply this knowledge when reading and writing new and unfamiliar words.

Phase 3



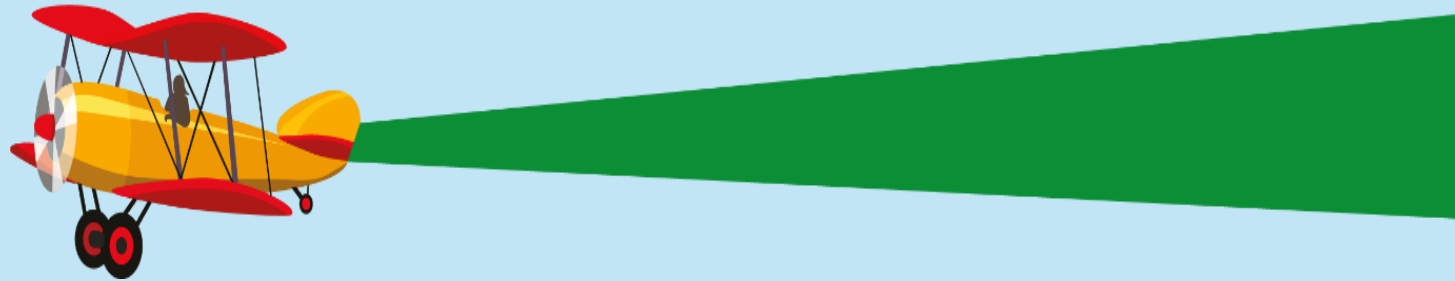
Phase 3 – The purpose / skills:



Children will be able to:

- Recognise letter shapes and say a sound for each.
- Hear and say sounds in the order in which they occur in the word.
- Read simple words by sounding out and blending the phonemes all through the word from left to right.
- Identify common digraphs and trigraphs

Phase 4



Phase 4 - Purpose :



- Read and spell words which have adjacent consonants and polysyllabic words.
- No new graphemes are introduced.
- Focus on the skills of blending and segmenting words containing adjacent consonants

Move beyond simple CVC words (e.g. 'pot') to CVCC words (e.g. 'pots') and CCVC words (e.g. 'spot') and CCVCC words (e.g. 'spots') and, in due course, to CCCVC words (e.g. 'split').

Phase 4 – Skills & knowledge:



- Children gain confidence in blending and segmenting words. They will begin the journey towards fluency by sounding out in their head and only saying the whole word aloud.

Phase 5



Phase 5 –The purpose:



- To recognise and use alternative ways of reading and writing sounds they have already learnt
- To read and spell phonically decodable two-syllable and three-syllable words.

Phase 5 – Skills & knowledge:



- Graphemes that can be pronounced in different ways will be explored (e.g. 'c' in 'coat' and 'city')
- Focus on long vowel phonemes and the different grapheme correspondences (such as /oe/ 'o-e', 'o', 'oa', 'ow')
- Apply their knowledge of graphemes to make phonically plausible attempts at some complex words

Daily Reading

- **5x weekly reading at least**, logged in the reading record.
- Life happens – missing the odd day is expected!
- Reading folders need to be in school **everyday**.
- Reading records are checked and books changed every Tuesday and Friday.
- Books will only be changed once the book has been read **twice**.

Phonics packs

Phonics Phase	Book Band
1	Brown
2	Pink
3	Red
4	Yellow
5	Blue