



Fellowship, Courage, Creativity

Whitewater C of E Primary School

Phonics Strategy
(Updated 2017)

At Whitewater C of E Primary School, all children will learn to read using systematic synthetic phonics. Children in Key Stage One will follow the letters and sounds phases.

We would expect children to progress through the phases as follows:

	Autumn	Spring	Summer
Reception	Phase 2	Phase 3	Phase 4
Year One	Phase 5a	Phase 5b	Phase consolidation 5
Year Two	Phase 6 / Spelling →	→	→

Phase 2 – Reception, Autumn Term

- Children learn to read and write the first 19 letter sounds
- Children learn to 'blend' these sounds to read simple CVC words and begin to read simple captions
- Children begin to segment these words for spelling, with support

Phase 3 - Reception, Spring Term

- Children learn to read the remaining 7 letters of the alphabet
- Children learn to read and write consonant digraphs (qu, ch, sh, th,ng)
- Children learn to read and write vowel digraphs (ai ee igh oa oo ar or air ur ow oi)
- Children begin to segment these words for spelling CVC words, with support.
- Children confidently read and write words and captions using sounds from phase 2

Phase 4 – By end of Reception

- No new sounds are taught in this phase
- Children learn to read words with more than three sounds (ccvc/cvcc/ccvcc/cccvcc/cccvcc words)
- Children begin to segment these words for spelling, with support
- Children confidently read and write words and captions using sounds from phase 2 and 3

Phase 5A – Year One, Autumn Term

- Children learn alternative graphemes for the sounds they already know and read these in words.
- Children begin to segment these words for spelling, with support
- Children confidently read and write words , sentences and lengthier texts using sounds from phases 2 to 4.

Phase 5B – Year One, Spring Term

- Children learn alternative pronunciations for known graphemes
- Children confidently read and write words and captions using sounds from phases 2 to 5.
- Children read words and texts of increasing complexity.

Phase 6 – Year Two onwards

- Children focus on spelling rules, using their knowledge gained in phase 2-5.

Assessment and Targeted Support

Wherever possible, the whole year group will be taught as a group. Those children who are not yet meeting the expectations of the phase will be identified by the teacher and will be given additional support in order to *keep up* with the main year group expectations.

We recognise that not all children will develop their understanding of phonics at the same pace, and therefore teaching groups may be adapted so that children are taught the next phase at the time that is right for them. For this reason, phonics may be taught as part of a smaller, targeted group.

Progress of individuals and cohort will be monitored half-termly by the English Coordinator.

Teaching Sequence

It is important to use a systematic approach when teaching phonics. Letters and words are introduced in a given order which enables the child to be successful in their reading (see Appendix).

Lesson Structure

Teach	Revise	Apply and Practice (1)	Apply and Practice (2)	Sentence work
Children are taught the new grapheme.	Children revise previously taught graphemes (flashcards)	Children read words containing the new grapheme. They also revise words containing previously taught graphemes.	Children are taught to write words containing the new grapheme. They also revise words containing previously taught graphemes	Children write a sentence dictated by the teacher using known graphemes. This may also be undertaken as shared writing.

Children will have the opportunity to consolidate and apply their phonic knowledge through a range of activities as part of their classroom learning.

Visual Resources

When sounds are introduced, it is often helpful for children to have visual or auditory cues to support them in remembering the grapheme – phoneme correspondence.

The school will use a consistent approach, with agreed resources used to support learning as follows:

- Picture / Grapheme mnemonic cards for each phase
- Display posters for each phase
- Word mats for each phase
- Desk maths for each phase
- Word family mat / poster for phase 5 and 6

These resources use a consistent mnemonic / visual and will be used across KS1.

Readiness for KS2

Ensuring a consistent and systematic approach to the teaching of phonics provides a firm grounding as children move into Phase 6 in Year Two and begin to develop their knowledge of spelling patterns. This approach also provides strategies that children in KS2 can draw upon where extra support or guidance is needed.