

1. Fidelity to the Letter and Sounds Programme of study

- Lesson structure and sequence
- Order that phonemes and graphemes are introduced
- Order that tricky words are introduced
- Songs and actions
- Follow letter formation

2. Resources across school to be consistent

- Displays in all classrooms to look the same in each year group.
- Graphemes to be displayed
- Visual charts in class (used at desks) to be the 'sound/phoneme mat' (including tricky words)
- Alphabet to be same font building from print [FS] precursive [Y1], cursive [Y1/2]
- Reading books matched to children's phonic knowledge.

(Children with special educational needs may require additional resources. These are to be discussed with the Phonics Lead and SENDCO)

3. Consistency in delivery

“PHONEME FINGERS”

- ✓ Oral blending and segmenting – phoneme fingers,
- ✓ Writing- When asking children to spell a word ask to segment on finger saying one phoneme per finger.
- ✓ Reading- Point to each individual grapheme as it is said then drag finger underneath all of word as it is blended.

“SOUND BUTTONS”

- Use dots for individual letter graphemes and a line for digraphs and trigraphs

READING A SENTENCE – “BLENDING”

- As you segment and blend each word, return to the beginning of the sentence to reread.

4. Vocabulary

phoneme	often referred to as 'a sound'. The smallest unit of sound in a word.
grapheme–phoneme correspondence (GPC)	The match between a phoneme and a grapheme.
grapheme	'a phoneme written down'. A letter (or sequence of letters_ that represent(s) a phoneme.
blend	putting the phonemes together to make larger units such as syllables or words e.g. c-a-t makes "cat".
sound	saying the phonemes that each grapheme represents in order to blend them.
segment	breaking words (or parts of words) apart. Breaking them in to component sounds (phonemes) e.g. "cat" is c-a-t.
recognition	saying the phoneme when shown the grapheme.
graph	a phoneme that is represented by one letter.
digraph	a phoneme that is represented by two letters.
trigraph	a phoneme that is represented by three letters.
recall	finding or writing the grapheme that represents a particular phoneme.
polysyllabic word	a word containing more than one syllable.
split digraph	'special friends'. A digraph which is separated within a word.
adjacent consonant	two or more consonants next to each other at the beginning or end of word or syllable.

5. Assessment

- Ongoing informal assessments to take place daily in phonics lessons.
- Children who need additional support are quickly and accurately identified and supported to 'keep up'

- Assessments need to be completed every half term and at the end of each phase in the Letters and Sounds – A Learning Record.
- Assessments from the Learning Record to be recorded on class phonics tracking sheet.
- Information regarding children falling behind to be submitted to the Phase Lead. (Linked to intervention).

6. Intervention

There will be two types of intervention/additional support taking place.

1. Additional support for those children who were falling behind during the daily lesson. (To take place within the same day and follow on from the lesson for example practising reading and writing the grapheme from the phonics session).
 2. Intervention for those children with gaps from previous phases (particularly in Y1 and Y2). This is separate and in addition to the above-mentioned support.
- Children who are falling behind to be identified on a weekly basis.
 - Records are kept of intervention/additional support given.

7. Pace and Progression

- Phonics is taught daily
- Everyone knows what they have to teach and when (see teaching and progression document).
- Lessons are 25-30 minutes long and include an opportunity for children to cover all four sections of the teaching sequence.
- All pupils have exposure to age-related content.
- By the end of FS2 all pupils have had exposure to phases 2, 3 and 4 so that following a short revision the Y1 teacher can work through phase 5.