

## **Overview of the Ravenswood School phonics programme**

We teach phonics throughout the school so that each child can make rapid progress in their reading journey.

We assess all pupils on arrival to Ravenswood school with regards to their phonic skills and provide the most appropriate support for each pupil within the first few weeks of their journey with us.

Ravenswood has created its own bespoke phonics programme which runs throughout the school and is linked to the 'Unlocking letters and Sounds' approved programme.

All pupils are grouped according to their phonics ability and work in small groups to help accelerate their phonics progress and skills.

Pupils who are working at pre-phonics develop their communication and listening skills to help prepare them for step 1 phonics which is where they start to attune to the sounds around them and get ready to begin developing oral blending and segmenting skills.

Pupils begin to learn the main sounds heard in the English language and how they can be represented, as well as learning 'Common Exception' words for Steps 2, 3 and 4. They use these sounds to read and write simple words, captions and sentences.

They then progress to Step 5, where they learn any alternative spellings and pronunciations for the graphemes and additional common exception Words.

All students who are working at the appropriate level will take part in annual screening using the national phonics screening check.

Following this phonics continues to be revisited to ensure mastery of the phonetic code and the focus moves to developing and extending their spelling, vocabulary and reading comprehension.

To ensure no child is left behind at any point in the progression, children are regularly assessed and supported to keep up through bespoke 1-1 interventions. These include GPC recognition and blending and segmenting interventions. The lowest attaining 20% of pupils are closely monitored to ensure these interventions have impact. Where pupils continue to fall behind we may consider changing the teaching method to a more appropriate way of delivering the scheme such as introducing sports phonics or visual phonics or provide additional phonics/ reading catch up support.

In Post 16 pupils learn to apply their phonics skills and do a different programme called functional phonics where they develop their reading and spelling skills into real life situations to further prepare them for life after Ravenswood.

Teaching of Phonics Skills is through the Review/Teach/Practise/Apply sequence. All pupils work in small groups led by either a teacher or a trained LSA. These sessions run daily 9.10-9.30am. All classroom staff are expected to lead or support phonic's groups, and to know the broad difference between each phonics step to support phonics throughout all lessons.

### **Aim:**

- To ensure we have a consistent and progressive teaching approach to phonics across the school.
- To ensure that systematic synthetic phonics is the first approach for teaching reading and spelling.
- To ensure that pupils who are not making expected progress are provided with timely support to enable them to catch up.
- To enable us to track pupils' phonics progress, across the school to enable as many pupils as possible to reach the expected standard of the Phonics Screening Check and develop their phonics, reading and spelling abilities to read, write and apply phonics effectively.

### **Pre phonics**

Developing pupil's communication and listening skills to prepare them for phonics learning, these pupils follow an individualised programme based on their Speech and Language Therapy programmes, EHCPs and individual skills progressions. These activities include:

- Intensive Interaction- to develop social interaction skills
- Attention Autism- to develop attention, concentration and listening skills
- People games- to develop expressive and social communication skills
- Sharing stories/ Nursery rhymes/ poems- to develop listening and attention skills
- Communication activities to develop expressive communication skills
- Vocabulary development activities- to develop understanding and vocabulary

### **Step 1**

This is the introductory step, where the main area is on the development of speaking and listening skills, which provides the foundations for step 2. This is further supported by our Total Communication approach.

Children develop sufficient phonological and phonemic awareness to be able to develop phonic knowledge and skills. Pupils will access these alongside each other rather than completing each section in order and these skills will continue to be reinforced in the later steps.

A progression of phonological and phonemic skills	Aspects of phonological and phonemic awareness that thread through all skills
<p style="text-align: center;">Auditory discrimination ↓ Visual memory, auditory memory and sequencing skills ↓ Keeping a steady beat ↓ Oral blending and segmenting ↓ Letter names</p>	<p><i>Developing vocabulary and language comprehension.</i></p> <p><i>Continuous provision of stories and rhyme, including those that contain rhymes and predictable patterns.</i></p> <p><i>Developing an enjoyment and pleasure of language.</i></p>

**From step 2 onwards we identify the pupils most effective ways of working and pupils learn the skills in the same order but using one of three key methods of learning:**

- 1- Formal structured lessons**
- 2- Sports phonics-** a more practical approach to teaching phonetic skills for pupils who require a more sensory/ movement-based approach to learning.
- 3- Visual/ Social communication phonics-** a more visual approach to teaching phonetic skills for pupils who are non-verbal and unable to verbally communicate their skills but can develop their reading and writing abilities.

**Whilst the methods may be adapted all pupils follow the same structured programme and phoneme order regardless of teaching approach used.**

## **Step 2**

Pupils learn single-letter grapheme/phoneme correspondences (GPCs) and apply their knowledge to blend and segment consonant-vowel-consonant (CVC) words; read and spell some high frequency sight words; apply their word reading knowledge and skills when reading, and transcriptional skills when writing.

Phonemes (letter sounds) are taught one at a time, within 5 different sets. Once introduced they should continue to develop the use of blending and sounding out the phonemes in a word e.g. blending c-a-t to read the word cat, or segmenting to spell.

Ph 2 Set	GPCs taught	Words pupils should be able to read/ spell by the end of the set.
1	s, a, t, p	a, as, sat, at, pat, tap, sap.
2	i n	It, is, sit, sat, pit, tip, pip, sip an, in, nip, pan, pin, tin, tan, nap

	m d Sight word	am, man, mam, mat, map, Pam, Tim, Sam dad, and, sad, dim, dip, din, did, Sid I
3	g o c k Sight words	tag, gag, gip, gap, nag, sag, gas, pig, dig got, on, not, pot, top, dog, pop, God, Mog can, cot, cop, cap, cat, cod kid, kit, Kim, Ken the, to, and
4	ck e u r Sight words	kick, sock, sack, dock, pick, sick, pack, ticket, pocket get, pet, ten, pen, peg, met, men, neck up, mum, run, mug, cup, sun, tuck, mud, sunset rim, rip, ram, rat, rag, rug, rot, rocket, carrot no, go, so
5	h b  f, ff l, ll  ss Sight words	had, him, his, hot, hum, hit, hat, has, hack, hug but, big, back, bet, bad, bag, bed, bug, bun, bus, Ben, bat, bit, bucket, beckon, rabbit of, if, off, fit, fin, fun, fig, fog, puff, huff, cuff, fan, fat lap, let, leg, lot, lit, bell, fill, doll, tell, sell, bill, Nell, Dull, laptop ass, less, hiss, mass, mess, biss, fuss, hiss, pass, kiss, Tess, fusspot he, she, we, me,
6	j v w x sight words	jet, jam, jog, jet-lag, Jill, Jack, Jen, jacket vet, van, visit, vat, Vic, velvet win, wag, web, wicked, wig, wax, cobweb six, mix, taxi, exit, fix, box, tax be, said, there
7	y z zz qu	yap, yes, yet, yell, yum- yum zip, Zak, Zack, zig-zag buzz, jazz, fuzz, quack, quiz, quit, quick, liquid

Pupils need to demonstrate that they can read and spell 75% of the words set for each set to be able to progress to the next set.

### Step 3

Pupils secure single-letter GPCs and learn digraphs; apply their growing knowledge to blend and segment CVC words; read and spell further high frequency sight words; apply their word reading knowledge and skills when reading, and transcriptional skills when writing.

step 3 set	GPCs taught	Words pupils should be able to read/ spell by the end of the set.
8	ch  sh	Chop, chin, chill, chug, check, such, chip, much, rich, chicken Ship, shell, fish, shock, cash, bash, shop, shed, hush, rush

	th (/th/ or /TH/) ng Sight words	This, that, with, moth, thin, them, then, thick, path, bath Ring, long, sing, ping-pong, rung, rang, hang, song, wing, king my you they
9	ai ee igh  oa oo  ar  or ur Sight words	wait, Gail, hail, pain, aim, sail, main, tail, rain, bait, fair, hair feel, meet, week, deep, see, feel, weep, feet, jeep, keep sigh, light, might, night, right, high, sight, fight, tight, tonight, bright oak, toad, foal, boatman, load, coat, goat, road, loaf, soap boot, zoo, moon, rooftop, book, foot, wool, hood, hoot, zoom, cool, food, root, look, cook, took, wood, good Car, market, jar, park, bar, farm, farmyard, bark, card, cart, hard Sort, for, worn, fort, torn, cornet, fork, cord, cork, born Hurt, turn, surf, burp, curl, urn, turnip, curds, burn, fur Was, are, all, call
10	ow oi ear air sight words  ure  er Sight words	How, down, cow, owl, bow, now, row, town, towel Coin, poison, join, soil, toil, quoit, oil, coil, tinfoil, boil Tear, year, rear, beard, ear, fear, hear, gear, near, dear air, pair, fair when, what, one  Sure, manure, pure, cure, secure, mature, lure, assure, insure Letter, hammer, summer, rocker, supper, herb, dinner, banner Little, come, some

#### Step 4

Pupils apply their phonic knowledge and develop their phonic skills to blend and segment words with adjacent consonants; secure their ability to read and spell known high frequency sight words; apply their skills when writing; begin to develop a simple understanding of morphology to aid spelling.

- Practise and apply previous learning by reading and spelling words containing adjacent consonants
- Develop morphological understanding:
  - Spell words where /f/, /l/, /s/, /z/, and /k/ are spelt ff, ll, ss zz and ck
  - Understand the division of words into syllables

#### Step 5 and 6

Children learn new graphemes for reading single and polysyllabic words; read and spell more high frequency sight words' apply their word reading knowledge and skills when reading, and transcriptional skills when writing.

- Learn GPCs:
  - ay ou ie ea

- oy ir ue aw
- wh p hew oe
- au y
- a-e e-e i-e o-e u-e
- Read and spell high frequency (HF) sight words:
  - their people Mr Mrs what

Children learn alternative pronunciations of known graphemes for reading; apply their word reading knowledge and skills when reading.

- Learn GPCs:
  - A (cat, station); e (peg, she); I (sit, kind); o (pot, most)
  - Y (yap, by, gym, very); ch (chin, school, chef); c (cat, cell); g (got, gym)
  - Ow (down, low); I (pie, chief); ey (money, chief); ea (sea, head)
  - Er (water, her); ou (out, you); ey (money, they)

### **Step 7 and 8**

Children read and spell more high frequency sight words; further develop their understanding of morphology to aid spelling.

- Read and spell high frequency (HF) words:
  - water where who again thought work mouse many any
- Develop morphological understanding:
  - spelling plurals by adding –s where no change is required
  - spelling 3<sup>rd</sup> person singular of present tense verbs by adding –s where no change to the root is required
  - adding –ed and –ing here no change to the root is required
  - adding –er and –est to adjectives where no change to the root is required
  - adding –er to verbs to form nouns where no change to the root is required
- Read and spell high frequency (HF) sight words:
  - through laughed because different eyes friends once please

Children learn alternative spellings of phonemes; apply their transcriptional skills when writing.

- Learn graphemes representing consonant digraphs
- Learn alternative graphemes representing long vowels
- Learn alternative graphemes for r controlled vowels

Children develop understanding of morphology to aid spelling; apply their transcriptional skills when writing.

- Morphological understanding:
  - spelling plurals by adding –es to words ending in –sh –ch or –ss –zz –x
  - spelling words beginning with the prefix un-

- using k for the /c/ sound
- spelling /v/ at the end of words
- recognising and generating compound words

### **Step 9+**

Pupils continue to develop their understanding of texts through guided reading book club sessions and specific focussed work on decoding- following the SRA Corrective Reading Programme.

They also continue to develop their knowledge of spelling rules and patterns in line with their writing assessment levels, recapping spelling rules from step 5 and 6 as appropriate.

### **Reading scheme**

At Ravenswood we promote a 'phonics first' approach and in both our guided reading sessions at school and in the books children take home, texts are very closely matched to a child's current phonics knowledge so that every child can experience real success in their reading.

In these crucial early stages of reading we primarily use books from **Dandelion Readers/ Launcher**, which ensures complete fidelity to the phonic progression we follow. Alongside this we also promote reading for pleasure so students will choose an appropriate level book/ reading material to share with their families in addition to their decodable book.

Once children progress beyond decodable texts, they move onto our book scheme so that they can continue to progress in their decoding, fluency and comprehension skills to become avid, expert readers.

### **Spellings homework**

Phonics group leaders are responsible for setting appropriate spelling/ phonics homework weekly for their groups. This should be recorded in their home school diaries.

Spelling lists should not be sent home, instead pupils will be given sounds or spelling rules or patterns to look at, at home, during the week linked to their phonics work.

Examples:

**Example step 1 homework:**

This week \_\_\_\_\_ has been listening to transport sounds e.g. 'brrmm' for a car or 'choo choo' for a train. Over the next week can you encourage your child to listen to these sounds and encourage them to repeat them where possible, you can record in their spelling book any sounds they identified or repeated for them to share with the class.

**Example step 3 spelling homework:**

This week \_\_\_\_\_ has been looking at the 'ai' digraph (sound) e.g. pain, hair, pail. Over the next week can you help your child to look for words that have this sound within them and write up to 10 in their spelling books for them to share with the class.

**Example step 5 spelling homework:**

This week \_\_\_\_\_ has been looking at alternative spellings for the 'ie' sound (ie as in pie, y as in fly, igh as in high, i e as in bike) over the next week can you encourage your child to find some words that use each of these alternative spellings (up to 10 of each) and write these in their spelling book to share with the class.

**Example step 6 and 6+ spelling homework (Follow Justine Gregory's examples in your phonics folder- send home a rule sheet each week):**

This week, \_\_\_\_\_ has been learning about adding -ed for past tense and -ing for present tense, they have been taught that before -ed or -ing are added to the end of the word sometimes the spelling has to change.

e.g. For word ending in 'e', drop the e and add the -ed/ing.

hope	hoping	hoped
care	caring	cared
like	liking	liked
smile	smiling	smiled
use	using	used

Can you find up to 10 more examples where this happen?

**Spelling tests**

The following week the children will be encouraged to share the words they have found with their phonics group and then staff can use these lists and/or the word banks in their phonic's folders to select appropriate words to test the pupil's use of these sounds or spelling patterns. Any words they have struggled to spell encourage a look, cover, write, check approach to reinforce any misunderstandings.

**Monitoring**

- A. Monitoring and applying phonics skills across curriculum
  - Class phonics monitoring sheet
  - Individual pupils' progress folders
- B. Assessment of phonics skills across curriculum
  - Annual screening tests each July
  - National Annual tests for Y1 and Y2 pupils
- C. Reporting on progress of phonics.



- Staff to keep up to date the progression of skills sheets for each pupil.
- 3x yearly reporting phonics progress