



## The teaching of phonics at St Thomas' CE Primary School




Phonics needs to be taught as a discrete subject everyday in Nursery, Reception, Year One, Year Two and where necessary in Year Three.

A phonics plan needs to contain an objective, revisit and review, teaching, practicing and applying. Differentiation needs to be clearly stated on the plans.

**Phonic interventions group need to be submitted to the phonics team at the start of each term and displayed in the classroom.**

### Vocabulary

- Sound button - a sound button is when a mark is placed under a grapheme to represent the sound.
- Sound button - a sound button • should be placed under a grapheme that only contains one letter.
- Sound line - a sound line \_ should be placed under a grapheme that contains two or three letters (air or er)
- Smiley face - a smiley face sound button  should be placed under a split digraph.
- Please use the word '**pseudo**' to describe a non-word / not real word. In the phonics screening test the pseudo words have an alien next to them to highlight that the word will not make sense.
- Thumbs up/down should be used when deciding whether a word is silly or real.
- Blending – the blending of the individual sounds in a word. This can be referred to as the putting back together of the word. Try to use a gesture to support this.
- Robot talk – the way in which each phoneme in a word is sounded out. Robot arms are encouraged to be used.
- Sound talk – the way in which each phoneme in a word is sounded out. In year two children are encouraged to sound talk and record sound buttons for their words when writing them out.
- Phoneme – how a sound sounds.
- Phoneme counting – phonemes in a word need to be counted out with fingers placed on the chin.
- Grapheme – how the sound looks/its visual representation (a, ai, ay, a-e and ey).

### In the classroom

Children should have access to sound mats in the class room for their appropriate levels for all writing activities. Sound mats need to be in the different continuous provision areas such as role play, construction etc.

Reception – phases 2 and 3

Year One – Phases 2, 3 and 5 (when phase 5 is introduced)

Year Two – Phases 2, 3 and 5.

### Phonics screening

Phonics screening takes place in year one in the summer term. If a child 'fails' the screening test they need to be retested in year two (this will be the same week as when the year one children will sit the screening test). The children will be expected to read

40 words, 20 real and 20 '**pseudo**' words. The test needs to be administered by a teaching member of staff.

**Phonics assessment** at St Thomas' consists of:

- The phonics tracking grids – they need to be completed three times a year (once in each term) and then handed to either DW/DB/DS. Dates are to be given out at the start of each year.
- Words the children can read – linked to high frequency words in each phase
- Sounds they recognise/read.
- Words they can spell.
- Teachers phonics assessment needs to follow the outline of the assessment at the end of each phase.