Phonics at St. Luke's

At St Luke's, synthetic phonics is taught daily within Reception and Year 1, following the **Little Wandle Letters & Sounds Revised** progression. All children move together through learning graphemes in order to avoid gaps forming. Slow graspers are provided with timely, same-day intervention in order to keep up. Lessons are fast-paced, highly interactive, and challenge all pupils to apply segmenting and blending skills.

A typical phonics lesson

Revisit and Review: Activate prior learning, promoting the transference of working-memory into the long-term memory. Revisit previously learned GPCs and words (both decodable and tricky). Orally blend words containing previously learnt GPCs, using the *'Point, point, sweep'* mantra and chunking of longer words before fluent blending.

Teach: Teach new GPC through careful modelling and articulation of the phoneme, introducing a catchphrase before sharing the grapheme. Gradual release teaching model using the *'Copy me'* method to orally blend words containing the new GPC, referring to sound buttons and providing contextualisation. Introduce new tricky word.

Practise: Read a caption / sentence that contains words with the new GPC and often the new tricky word.

Apply: Practise spelling words with the new GPC, as well as the new tricky word, using *'Segmenting fingers'* to represent the number of sounds in the word. Model letter formation before independent writing. Every opportunity is taken to apply these skills across the curriculum and through the learning environment.

Key vocabulary modelled in lessons

Phoneme	Smallest unit of sound in a word.
Grapheme	A sequence of written letters that represent one single phoneme
Digraph	A phoneme represented by 2 letters e.g. ai, er, ow
Trigraph	A phoneme represented by 3 letter e.g igh, ear, oor
Split Digraph	Two letters that represent one phoneme but are split by another letter e.g. a-e in game, i-e in time, o-e in bone
Blend	Blending is the skill required for decoding words by saying each individual phoneme in a word and merging them together to say the word.
Segment	Segmenting is the opposite of blending and is the skill used for spelling by splitting word into its individual phonemes.
Adjacent Consonant	Two or more consonant phonemes adjacent in a word to create ccvc, cvcc, cccvc, ccvcc words e.g. swim, post, string,

Core strategies for blending and segmenting used in every lesson
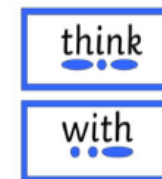
The Literacy Environment

Reception to Year 2 classrooms have:

Phonics Friezes

ee — sheep in a jeep
oo — zoom to the moon

Phoneme Mats

Grapheme chart — Phase 2 and 3

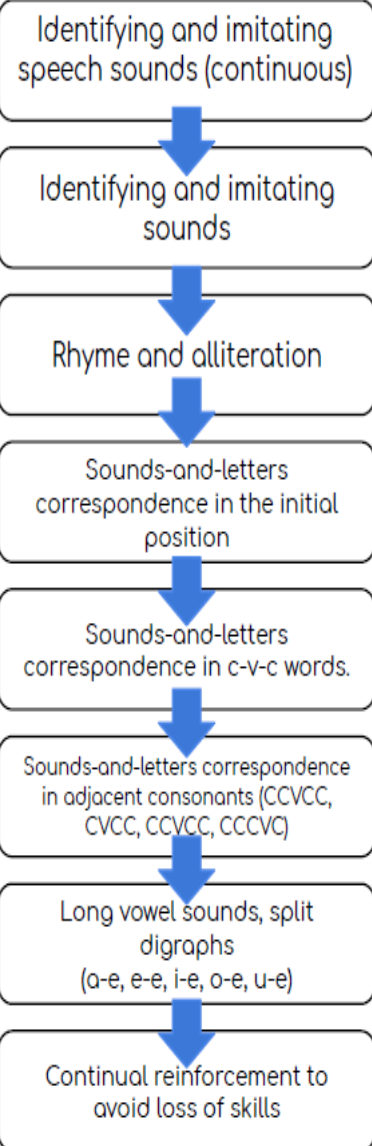**Access to high quality books**

Interactive Phonics Area

Minimum Entitlement for Slower Graspers

At St. Luke's we recognise the importance of ALL pupils becoming fluent readers as early as possible so that they access the full curriculum. If a child falls behind, we quickly intervene to ensure they rapidly catch up.

Any pupil who falls behind will receive:

- Regular intervention through over-teaching or pre-teaching provided by the class teacher
- A personalised phonics overview to track gaps
- A personalised home learning pack
- Adaptive teaching and scaffolding within phonics lessons

Progression of Skills

Identifying and imitating speech sounds (continuous)

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Identifying and imitating sounds

↓

Rhyme and alliteration

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Sounds-and-letters correspondence in the initial position

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Sounds-and-letters correspondence in c-v-c words.

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Sounds-and-letters correspondence in adjacent consonants (CCVCC, CVCC, CCVCC, CCCVC)

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Long vowel sounds, split digraphs
(a-e, e-e, i-e, o-e, u-e)

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Continual reinforcement to avoid loss of skills

What our effective phonics teaching looks like :

- ❖ Weekly lesson sequence shows clear progression and appropriate phase pitch.
- ❖ Phonic session is taught in 4 parts (revisit and review earlier teaching, teach, practise, apply)
- ❖ Revisit and review part of the session allows pupils to blend and segment words, not only phonemes.
- ❖ Demonstrates how to blend the sounds in words, in order, clearly and accurately.
- ❖ Demonstrates how to segment words into their individual sounds to spell them.
- ❖ Clear and correct articulation of phonemes.
- ❖ Planned opportunities for independent application of phonic skills across the curriculum throughout the day.
- ❖ Interactive and multisensory teaching and learning strategies, including mnemonics.
- ❖ Pace of session (using teaching time as effectively as possible so that every minute counts).
- ❖ Adaptive teaching within sessions – all children learning the same phoneme in scaffolding matched to their needs. Flexible starting points to appropriately support or challenge all pupils with sufficiently high expectations.
- ❖ Good links being made between spelling and letter formation.
- ❖ Uses AFL strategies to identify the children that may be struggling or have simply not quite grasped something.
- ❖ Ensuring that all children are actively participating.
- ❖ Praising children and reinforcing learning, including sufficient repetition to master skills.
- ❖ Evidence that tricky words are being taught alongside phonics skills.
- ❖ Making the best use of resources evident – areas of the classroom / activities provide opportunities to embed.
- ❖ Effective deployment of TA during phonic session.
- ❖ Literacy environment successfully supports application of phonics in independent learning.