

## Thrussington's Systematic Synthetic Phonics Programme

Our Systematic Synthetic Phonics Programme uses the progression of sounds outlined in the DfE guidance document 'Letters and Sounds'. It uses pictures and actions to support children's recall of sounds. We promote the use of phonics as the route to reading unknown words, before any subsequent comprehension strategies are applied. We teach the tricky words/common exception words discretely. (Core criteria 1 and 2)

Our phonics scheme, adapted from the DfE guidance document 'Letters and Sounds' was constructed with the following key pointers in mind –

<u>Rationale behind our scheme</u>	<u>The way our phonics scheme is shaped</u>
Children retain information best when they have something to 'hang' it on	Our scheme uses a pictorial representation and an action for each grapheme. Each picture also has the word to match it, showing the grapheme represented in a word.
A consistent structure to phonics helps children to become more familiar with the routines, meaning that they can focus more on developing their phonic skills.	We use the same structure to a lesson across EYFS and KS1 for elements of phonics lessons that relate to encoding and decoding skills.
Early exposure to GPCs will support children in learning to read more quickly.	We teach 4 GPCs a week in order that children can make a swift start with learning to read. Our data shows that this has a positive impact on children learning to read early on in their school life.
	As children begin to be introduced to digraphs and trigraphs, these are taught at a rate of 2 GPCs a week in order for children to acquire understanding of digraphs and trigraphs more fully. As their confidence builds with this skill, we then relook at digraphs and trigraphs at a faster rate of 4 GPCs a week to enable children to consolidate their reading and spelling skills with these GPCs.
Our children make better progress in reading than in spelling.	As children become exposed to more than one representation of a phoneme, we revisit GPCs more frequently throughout Year 1 and 2. This is because we feel that our children need to be exposed to the GPCs faster (4 a week) to enable their reading to progress at a good rate but they require more frequent repetition, revisiting and consolidation of spelling rules for each phoneme in order to move their spelling forwards.
Children need to understand the rules behind different representations of a phoneme in order to spell more accurately.	We provide children with a colour coded sound mat which represents the GPCs for each phoneme. This is used in phonics lessons and is available in the classroom for daily work.
Engagement with parents supports children's learning in phonics	As each new set of GPCs are introduced, we add these on a weekly basis to the children's sound book in EYFS and KS1. This is in their reading folder and goes home with them each day. This enables parents to see and practise the new sounds with their children and gives them an overview of their currently phonic learning. We also explain the reading book progression to parents so that they understand the sounds that the children are exposed to in the books that they take home.

We enable children to start learning phonic skills as soon as they start school in Reception. In the first 3-week period of part time schooling and baseline assessment, the children will be developing their phonological skills before beginning to learn GPCs from the first week of full-time school. This provides a structured route for most children to meet the expected standard in the Year One Phonics Screening Check as well as all National Curriculum expectations for word reading through decoding by the end of Key Stage 1 (Core criteria 3)

*See appendix 1 for our GPC and tricky word progression document*

### Our daily sessions

We have daily teaching sessions and teach the main grapheme-phoneme correspondences of English (the alphabetic principle) in a clearly defined, incremental sequence based on the progression of sounds outlined in the DfE guidance document 'Letters and Sounds'. Our scheme also uses pictures and actions. (Core criteria 4, 5, 6, 7, 8, 9)

Our daily direct teaching sessions involve a routine so that teachers and children get to know what is coming next and minimum time is spent explaining new activities. We follow the structure of 'revisit and review', 'teach', 'practise' and 'apply' in each lesson. Our teaching and learning activities are interesting and engaging but firmly focused on intensifying the learning associated with the phonic goal.

At each step of a daily session, children have sufficient time to practise reading and writing with the grapheme-phoneme correspondences they have been taught, cumulatively. We provide words and texts for reading practice and teaching activities for writing practice (spelling).

To accommodate the learning needs of children with special educational needs and/or disabilities, we make use of small magnetic whiteboards with magnetic letters as well as phoneme frames. Our flashcards, word cards and grapheme wall posters match the GPCs and progressions in our programme. Once children begin to be introduced to a phoneme with different grapheme representations, we introduce an alternative visual picture for each grapheme representation as this helps children to distinguish between these GPCs when spelling. (Core criteria 12 and 14)

### Common Exception words/Tricky words

We ensure that children are taught to decode and spell common exception words (sometimes called 'tricky' words), appropriate to their level of progress in the programme. These words are those that include grapheme-phoneme correspondences (GPCs) that are an exception to those children have been taught. They include correspondences that are unusual and those that will be taught later in the programme (such as 'was' and 'me'). We teach the children to read and then spell common exception words, noting the part of a word that makes it an exception word. We introduce the first five common exception/tricky words in the children's first half term and gradually introduce these during the phase that the children are being taught. Each child has their own 'tricky word packet' and, where children are confidently reading the words they have in their packet, the next two are introduced to individual children at their own pace during their one-to-one reading time each week, highlighting the part of the word that makes it an exception/tricky word. (Core criteria 10)

### Letter formation

We provide resources that support the teaching of lower-case and capital letters correctly, with clear start and finish points. All resources designed for children to read are in print. Our programme moves children on by teaching them to write words made up of learned GPCs, followed by simple labels and captions, followed by sentences composed from such words, as well as any common exception words ('tricky words') learned. We teach simple exit strokes for letters that end 'on the line' (a, d, h, i, k, l, m, n, t, u) but do not teach using a cursive script. (Core criteria 11)

### Decodable texts and books

The texts and books that children are asked to read independently are fully decodable for them until children have learned all GPCs in the programme. The books are composed entirely of words made up of grapheme-phoneme correspondences that a child has learned up to that point. The only exception is a small number of common exception words that the child has learned as part of the programme up to that point. Practising with such decodable texts helps to make sure children experience success and learn to rely on phonic strategies. (Core criteria 13)

We share the structure of our reading book scheme with parents, including explaining how the books match to our phonics programme, which GPCs are taught at each stage that their child receives and how to support their child with reading, particularly as they begin to learn to read.

*See appendix 2 for the progression in our reading book scheme and its direct links to our Systematic Synthetic Phonics Programme.*

#### Assessment and tracking

We conduct frequent and ongoing assessment throughout our daily phonics sessions as well as when we read with each child individually once a week. We also use our individual half termly phonics tracker document to assess the children's retention of GPCs and their ability to read and spell with these GPCs as well as recognise taught tricky words. This helps us to track and record children's progress and to identify those children at, below or above expected levels, so that appropriate support can be provided. Children who are at risk of falling behind (the lowest 20%) are given extra practice to consolidate and master the content of the programme. We support these children through extra 1 to 1 and small group sessions as well additional 1 to 1 reading and spelling opportunities. (Core criteria 15)

#### Training

We provide full guidance for teachers to support the effective delivery of the programme. High-quality training is an important element of our programme and is key to ensuring it is effectively implemented with fidelity and consistency. Continuous professional development of all those leading or delivering phonics teaching, including new members of staff joining the school or staff who have had a period of absence, is of great importance to us. The phonics leader delivers the training as she has shaped the scheme for the school and has taught across Early Years and Key Stage One for many years. We are responsive to changing circumstances and have an ability to adapt delivery methods when required. (Core criteria 16)

Appendix 1

Early Years - Progression of GPCs and Tricky Words (T.W)

Autumn term - Phase 2 GPCs		T.W to read	T.W to spell	
Week 1	Baseline assessment/Phonological work			
Week 2				
Week 3				
Week 4	Phonological work included daily (rhyme, discriminating between sounds, - can you hear the sound ___? oral blending, oral segmenting)	s, a, t, i (phase 2)		
Week 5		p, n, m, d (phase 2)	I, to, the, no,	
Week 6		g, o, c, k (phase 2)	go	
Week 7		e, u, r, h (phase 2)	he	
Week 8		l, f, b, j, (phase 2)	she	
Week 9		qu, z, w, v (phase 2)	we	
Week 10		y, x, ck, ss (phase 2)	me	
Week 11		ll, zz, ff (phase 2)	be	I
Week 12		Focus on Phase 2 blending and segmenting with all GPCs learned.	was	to
Week 13			my	the
Week 14			you	no, go
Week 15				

Spring term – Phase 3 GPCs		T.W to read	T.W to spell	
Week 1	Phonological work included daily (rhyme, discriminating between short sounds and long sounds, where in the word is...?, oral blending, oral segmenting, syllables)	Recap Phase 2 GPCs blending and segmenting		
Week 2		they	he	
Week 3		sh, ch, (phase 3)	her	we
Week 4		th, ng (phase 3)	all	me
Week 5		ai, oa (phase 3)	are	be
Week 6		ee, igh (phase 3)	said	she
Week 7		ow, oi (phase 3)	so	was
Week 8		oo (long and short) (phase 3)	have	my
Week 9		or, ar (phase 3)	like	you
Week 10		ur, er (phase 3)	some	they
Week 11		Focus on Phase 3 blending and segmenting with all GPCs learned including polysyllabic words	come	her
Week 12			there	all
				are

Summer term – Only 3 new GPCs		T.W to read	T.W to spell	
Week 1	Phonological work included daily (Discriminating between short sounds and long sounds, where in the word is...?, oral blending, oral segmenting, syllables)	air (phase 3)	Consolidation of tricky words from last term	
Week 2		ear (phase 3)		
Week 3		ure (phase 3)		
Week 4		Recap sh, ch, th, ng		
Week 5		Recap ai, oa, ee, igh	do	
Week 6		Recap ow, oi, oo (long and short)	out	he, we, me, be, she, was, my, you, they, all, her, are
Week 7		Recap or, ar, ur, er	when	
Week 8		Recap air, ear, ure	what	
Week 9		CVCC words with a short vowel (blend & segment)	Consolidation of tricky words from this term	
Week 10		CCVC words with a short vowel (blend & segment)		
Week 11		CVCC words with Phase 3 GPC (blend & segment)		
Week 12		CCVC words with Phase 3 GPC (blend & segment)		

## Year 1 - Progression of GPCs and Tricky Words (T.W)

Autumn term - Phase 5 core and additional GPCs (reading & spelling)			T.W to read	T.W to spell
Week 1	Phonological work included daily (Discriminating between short sounds and long sounds, where in the word is...?, oral blending, oral segmenting, syllables)	Consolidation of short sound +ck, ll, ff, ss, zz	oh	said
Week 2		Consolidation of Phase 4 blending and segmenting including polysyllabic words	their	so
Week 3		ay, ie, ea, ou (phase 5 core)	people	have
Week 4		oy, ir, ue, aw (phase 5 core)	Mr	like
Week 5		ew, au, wh, ph, oe (phase 5 core)	Mrs	some
Week 6		a_e, i_e (phase 5 core)	looked	come
Week 7		o_e, u_e (phase 5 core)	called	there
Week 8		e_e and revise split digraphs (phase 5 core)	asked	were
Week 9		c, i, o, g (alternative pronunciation)	where	little
Week 10		a, u, ow, er (alternative pronunciation)	your	one
Week 11		ie, ea, y, (w)a, ch (alternative pronunciation)	would/could/should	do
Week 12		tch, mb, kn, gn (phase 5 additional)	who	out
Week 13		dge, ge, ve, ey (phase 5 additional)	here	when
Week 14		se, st, ce, se (as 'z') (phase 5 additional)	laugh	what
Week 15		le, el, al, wr (phase 5 additional)		

Spring term - Phase 5 unusual GPCs (read&spell) and Phase 5 core GPCs (spelling)			To read	T.W to spell
Week 1	Phonological work included daily (Discriminating between short sounds and long sounds, where in the word is...?, oral blending, oral segmenting, syllables)	ear ('ur'), (w)or ('ur) (w)ar ('or) (phase 5 unusual)	Consolidation of all tricky words	Consolidation from last term - said, so, have, like, some, come, there, were, little, one, do, out, when, what
Week 2		al ('ar'), al ('or'), o ('u') (phase 5 unusual)		
Week 3		are, ear, ere ('air') (phase 5 unusual)		
Week 4		eer/ere ('ear'), oul/u/oo (phase 5 unusual)		
Week 5		our/ore/augh (phase 5 unusual)		
Week 6		tion, sure (phase 5 unusual)		
Week 7		ow/ou oi/oy (phase 5 core)		including syllables and polysyllabic words
Week 8		aw/au/or ai/ay/a_e (phase 5 core)		
Week 9		ee/ea/e_e/y/ie igh/iel/i_e/y (phase 5 core)		
Week 10		oa/ow/oe/o_e er/ur/lir (phase 5 core)		
Week 11		oo/u_e/ue/ew (phase 5 core)		
Week 12		f/ff/ph, w/wh (phase 5 core)		
			by	
			your	
			our	

Summer term - Phase 5 additional and unusual GPCs (spelling)			To read	T.W to spell
Week 1	Phonological work included daily (Discriminating between short sounds and long sounds, where in the word is...?, oral blending, oral segmenting, syllables)	ch/tch, m/mb (phase 5 additional)	Focus should shift towards spelling	here
Week 2		n/kn/gn, c/k/ck (phase 5 additional)		where
Week 3		dge/ge (phase 5 additional)		friend
Week 4		se/st/ce (phase 5 additional)		school
Week 5		r/wr, v/ve, z/zz/se (phase 5 additional)		love
Week 6		y/ey, le/el/al (phase 5 additional)		once
Week 7		ear/(w)or al/a oul/u/oo (phase 5 unusual)		ask
Week 8		(w)ar/al/our/ore/augh (phase 5 unusual)		Consolidation - by, your, our here, where, friend school, love, once, ask
Week 9		are/ear/ere eer/ere (phase 5 unusual)		
Week 10		tion, sure (phase 5 unusual)		
Week 11		Recap and consolidation		
Week 12				

## Year 2 - Progression of GPCs and Tricky Words (T.W)

<u>Autumn term - Phase 5 core, additional &amp; unusual GPCs (spelling)</u> <i>– Focus on making appropriate choices and reasoning</i>		<u>T.W to read</u>	<u>T.W to spell</u>
Week 1	ou/ow oi/oy, ph/f/ff, wh/w	Focus should now be on spelling tricky words	oh/their
Week 2	ai/ay/a_e/a		people/because
Week 3	ee/ea/e_e/y/ie/ey		Mr/Mrs
Week 4	oa/ow/oe/o_e/o		again/busy
Week 5	oo/ue/u_e/ew/u		water/pretty
Week 6	igh/i_e/ie/y/i		could/should/would
Week 7	aw/or/au/all/ore/our/augh/(w)ar		any/many
Week 8	er/ur/ir/ear/(w)or		looked/asked
Week 9	air/are/ear/ere		called/even
Week 10	ear/eer/ere		great/break
Week 11	ch/tch j/g/dge/ge		eye/after
Week 12	m/mb n/kn/gn		who/whole
Week 13	s/ss/se/st/ce/sc		most/both/only
Week 14	r/wr v/ve z/zz/se		old/cold/told/hold
Week 15	l/ll/le/el/al		

<u>Spring term – Suffixes and other grammatical features</u>		<u>T.W to read</u>	<u>T.W to spell</u>
Week 1	Suffix –ed	Focus should now be on spelling tricky words	Consolidation of last term's tricky words
Week 2	Suffix –ing		
Week 3	Suffix –s and – es (plurals)		
Week 4	Suffix –er		
Week 5	Suffix –est		
Week 6	Suffix –y		
Week 7	Compound words		door/floor/poor
Week 8	Prefix un- and Suffixes – ed, -ing, -er, -est (all 4 rules)		every/everybody
Week 9	Suffix –s/es (including 3 <sup>rd</sup> person) Irregular past tense		find/kind/mind/behind
Week 10	4 types of sentence		child/children
Week 11	Apostrophes for contraction		father/money
Week 12	-tion, -sion and -sure		sugar/sure

<u>Summer term – Suffixes and other grammatical features</u>		<u>T.W to read</u>	<u>T.W to spell</u>
Week 1	Open and closed syllables	Focus should now be on spelling tricky words	hour/half
Week 2	Suffix -ly		beautiful
Week 3	Suffix –ful and -ment		move/prove/improve
Week 4	Suffix –ness and -less		clothes
Week 5	Apostrophe for possession		Christmas
Week 6	Homophones		parents
Week 7			Consolidation of all Year 2 tricky words
Week 8	Multisyllabic words with open and closed syllables		
Week 9	Apostrophe for possession		
Week 10, 11, 12	Focus on core areas needing further support.		

**Appendix 2 - Our reading book scheme and its direct links to our Systematic Synthetic Phonics Programme.**

<u>Colour</u>	<u>Grapheme/Phoneme Correspondence</u>	<u>Features of the text</u>	<u>Focus skills</u>
Lilac	N/A	- No words.	- Oral storytelling
Pink A	<u>Phase 2 single phonemes</u> - s, a, t, p, i, n, m, d,	- Single CVC words with a short vowel (e.g. c-u-p)	- Segmenting and blending sounds  - Recognising tricky words from their tricky word packet  - Understanding of the text they read
Pink B	<u>Phase 2 single phonemes</u> - g, o, c, k, e, u, r, h, l, b, f, j,	- Longer sentences with CVC words with a short vowel (e.g. c-u-p)	
Pink C	<u>Phase 2 single phonemes and digraphs</u> - qu, v, w, x, y, z, ss, ll, ff, zz, ck		
Red A	<u>Phase 3 digraphs and trigraphs and Phase 4 adjacent consonants</u> - CVCC and CCVC words with no Phase 3 GPCs - sh, ch, th, ng	- Sentences with CVC words with long vowel (e.g. r-ai-n)	
Red B	<u>Phase 3 digraphs and trigraphs and Phase 4 adjacent consonants</u> - ai, ee, igh, oa, oo, oi, ow + adjacent consonants	- Multiple sentences with CVC words with long vowels and with adjacent consonants.	
Yellow A	<u>Phase 3 digraphs and trigraphs and Phase 4 adjacent consonants</u> - or, ar, ur, er + adjacent consonants		
Yellow B	<u>Phase 3 more unusual trigraphs and Phase 4 adjacent consonants</u> - air, ear, ure + adjacent consonants		
Blue A	<u>Phase 5 core sounds</u> - ay, ie, ea, ou, ew, oy, ir, ue, aw, wh, ph, oe, au	- Multiple sentences with a few Phase 5 GPCs	
Blue B	<u>Phase 5 core sounds</u> - a_e, e_e, i_e, o_e, u_e - alternative pronunciations c (as 's'), g (as 'j'), y (as 'ee' and 'igh'), ea (as 'e'), ie (as 'ee'), ow (as 'oa'), (w)a (as 'o'), a, o, i, u, er (as 'u'), ch (as 'c')	- Multiple sentences <u>with a variety</u> of Phase 5 sounds	
Green A	<u>Phase 5 additional sounds</u> - tch, kn, gn, mb, dge, ge, ve, ey, st, se, ce, se (as 'z')		
Green B	<u>Phase 5 additional sounds and unusual sounds</u> - le, el, al, wr, ear (as 'er'), (w)or (as 'er') (w)ar (as 'or'), al (as 'ar'), al (as 'or'), o (as 'u'), a (as 'ar')		
Orange	<u>Phase 5 unusual sounds</u> - are/ear/ere (as 'air'), eer/ere (as 'ear'), our/ore/augh (as 'or'), oul, tion /zh/(sure)		
Purple A	No new GPCs	- Bridging band	- Comprehension
Purple B		- Longer texts	- Inference
Gold		- Introducing chapter books	- Characters' intentions
White			
Lime			