

Thrussington's Systematic Synthetic Phonics Programme
Updated March 2022

Our Systematic Synthetic Phonics Programme uses the progression of sounds outlined in the DfE guidance document 'Letters and Sounds'. It uses pictures, actions and stories 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 –

| Rationale behind our scheme | The way our phonics scheme is shaped |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Children retain information best when they have something to 'hang' it on | Our scheme uses a pictorial representation for each grapheme and in EYFS, the grapheme also has an action associated with it. 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 initially 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. As their confidence builds with this skill, we then reintroduce digraphs and trigraphs at a faster rate of 4 GPCs a week to enable children to apply their knowledge faster when reading and spelling. |
| Our children make better progress in reading than in spelling. | As children are 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 available in the classroom for daily work and is used on a paired basis in phonics each day. |
| 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 which 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 have an understanding of the sounds that the children are exposed to in the books that they take home. |

We enable children to start learning phonic knowledge and skills early in Reception (after the first 3 week period of part time schooling and baseline assessment), and provide a structured route for most children to meet or exceed 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, actions and stories. (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. Where computer-based resources are used, these support direct teaching by the teacher and don’t replace it. Where online delivery is necessary, this is done through daily recorded phonic lessons which follow the same structure that children are used to within school. 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 (letter formation and spelling). To accommodate the learning needs of children with special educational needs and/or disabilities, we sometimes 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)

At each stage, our books come from the following publishers but these have been carefully aligned to reflect the GPCs at that stage –

| <u>Phase 2 GPCs</u> (Pink A, B and C) | <u>Phase 3 GPCs</u> (+Phase 4 structures) (Red A and B/Yellow A and B) | <u>Phase 5 GPCs</u> (Blue A and B, Green and Orange) |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> - Floppy's Phonics (O.U.P) - Songbirds (O.U.P) - Project X (O.U.P) - Rocket Phonics (Rising Stars) - Comics for Phonics (Pearson) - Bug Club (Pearson) - Alphablocks (Pearson) - Jelly and Bean (Jelly and Bean Ltd) - Letters and Sounds (TTS) - Collins Big Cat Phonics (Collins) - BookLife Readers (BookLife) | <ul style="list-style-type: none"> - Floppy's Phonics (O.U.P) - Songbirds (O.U.P) - Traditional Tales (O.U.P) - Comics for Phonics (Pearson) - Bug Club (Pearson) - Alphablocks (Pearson) - Rocket Phonics (Rising Stars) - Letters and Sounds (TTS) - Collins Big Cat Phonics (Collins) - BookLife Readers (BookLife) - Letters and Sounds (Scholastic and Sims) | <ul style="list-style-type: none"> - Floppy's Phonics (O.U.P) - Songbirds (O.U.P) - O.R.T. Phonics (O.U.P) - Traditional Tales (O.U.P) - Fireflies (O.U.P) - Oxford Reading Tree (O.U.P) - Comics for Phonics (Pearson) - Bug Club (Pearson) - Letters and Sounds (TTS) - Collins Big Cat Phonics (Collins) - BookLife Readers (BookLife) - Project X (O.U.P) - Rigby Rocket (Pearson) - Orchard books (Orchard) |

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 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 | | | |
| Week 2 | | | |
| Week 3 | | | |
| Week 4 | s, a, t, i (phase 2) | | |
| Week 5 | p, n, c, k (phase 2) | I, to, the, no, go | |
| Week 6 | e, h, r, m (phase 2) | | |
| Week 7 | d, g, o, u (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 | | 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 | Recap Phase 2 GPCs blending and segmenting | they | he |
| Week 2 | sh, ch, (phase 3) | her | we |
| Week 3 | th, ng (phase 3) | all | me |
| Week 4 | ai, oa (phase 3) | are | be |
| Week 5 | ee, igh (phase 3) | said | she |
| Week 6 | ow, oi (phase 3) | so | was |
| Week 7 | oo (long and short) (phase 3) | have | my |
| Week 8 | or, ar (phase 3) | like | you |
| Week 9 | ur, er (phase 3) | some | they |
| Week 10 | | come | her |
| Week 11 | | there | all |
| Week 12 | | | are |

| | Summer term – Only 3 new GPCs | T.W to read | T.W to spell |
|---------|--------------------------------------------------|-------------|--------------|
| Week 1 | air (phase 3) | were | |
| Week 2 | ear (phase 3) | little | |
| Week 3 | ure (phase 3) | one | |
| Week 4 | CVCC words with a short vowel (blend & segment) | do | |
| Week 5 | CCVC words with a short vowel (blend & segment) | out | |
| Week 6 | CVCC words with Phase 3 GPC (blend & segment) | when | |
| Week 7 | CCVC words with Phase 3 GPC (blend & segment) | what | |
| Week 8 | CCVCC words (blend and segment) | | |
| Week 9 | CCCVC and polysyllabic words (blend and segment) | | |
| Week 10 | | | |
| Week 11 | | | |
| Week 12 | | | |

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

| Autumn term - Phase 5 core and additional GPCs (reading focus) | | T.W to read | T.W to spell |
|----------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|-----------------------------------|
| Week 1 | Phonological work included daily <small>(Discriminating between short sounds and long sounds, where in the word is...?, oral blending, oral segmenting, syllables)</small> | Consolidation of Phase 4 blending and segmenting including polysyllabic words | oh |
| Week 2 | | ay, ie, ea, ou (phase 5 core) | their |
| Week 3 | | oy, ir, ue, aw (phase 5 core) | people |
| Week 4 | | ew, au, wh, ph, oe (phase 5 core) | Mr |
| Week 5 | | a_e, i_e (phase 5 core) | Mrs |
| Week 6 | | o_e, u_e (phase 5 core) | looked |
| Week 7 | | e_e and revise split digraphs (phase 5 core) | called |
| Week 8 | | Alternative pronunciation – c, i, o, g (phase 5 core) | asked |
| Week 9 | | Alternative pronunciation – a, ow, er, ie (phase 5 core) | Consolidation of all tricky words |
| Week 10 | | Alternative pronunciation – ea, y, (w)a (phase 5 core) | little |
| Week 11 | | tch, mb, kn, gn (phase 5 additional) | one |
| Week 12 | | dge, ge, ve, ey (phase 5 additional) | do |
| Week 13 | | se, st, ce, se (as 'z') (phase 5 additional) | out |
| Week 14 | | le, el, al, wr (phase 5 additional) | when |
| Week 15 | | | what |

| Spring term - Phase 5 core GPCs (spelling focus) | | T.W to read | T.W to spell |
|--------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|----------------------------------------------------------------------------------------------------------------|
| Week 1 | Phonological work included daily <small>(Discriminating between short sounds and long sounds, where in the word is...?, oral blending, oral segmenting, syllables)</small> | ow/ou | Consolidation from last term - said, so, have, like, some, come, there, were, little, one, do, out, when, what |
| Week 2 | | oi/oy | |
| Week 3 | | aw/au/or | |
| Week 4 | | ai/ay/a_e | |
| Week 5 | | ee/ea/e_e/y/ie | |
| Week 6 | | igh/i_e/i_e/y | |
| Week 7 | | oa/ow/oe/o_e | |
| Week 8 | | oo/u_e/ue/ew | |
| Week 9 | | f/ff/ph, w/wh | |
| Week 10 | | er/ur/ir | |
| Week 11 | | Syllables and multisyllabic words | |
| Week 12 | | | |

| Summer term - Phase 5 unusual GPCs (reading)&additional GPCs (spelling) | | T.W to read | T.W to spell |
|-------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| Week 1 | Phonological work included daily <small>(Discriminating between short sounds and long sounds, where in the word is...?, oral blending, oral segmenting, syllables)</small> | ear ('ur'), (w)or ('ur') (w)ar ('or') (phase 5 unusual) | here where friend school love once ask Consolidation - your, our, here, where, friend, ask, school, love, once, by |
| 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 (phase 5 unusual) | |
| Week 5 | | our/ore/ough (phase 5 unusual) | |
| Week 6 | | tion, sure (phase 5 unusual) | |
| Week 7 | | tch, mb (phase 5 additional – spelling focus) | |
| Week 8 | | kn, gn, c/k/ck (phase 5 additional – spelling focus) | |
| Week 9 | | dge, ge (phase 5 additional – spelling focus) | |
| Week 10 | | se, st, ce (phase 5 additional – spelling focus) | |
| Week 11 | | wr, ve, se ('z') (phase 5 additional – spelling focus) | |
| Week 12 | | ey, le, el, al (phase 5 additional – spelling focus) | |

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

| Autumn term - Phase 5 core, additional & unusual GPCs (spelling) | | T.W to read | T.W to spell |
|------------------------------------------------------------------|-------------------------------------|----------------------------------------------|--------------------|
| 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 | | water/pretty |
| Week 6 | igh/i_e/ie/y/i | | could/should/would |
| Week 7 | aw/or/au/al/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(lle/el/al | | |

| Spring term – Suffixes and other grammatical features | | T.W to read | T.W to spell |
|-------------------------------------------------------|----------------------------------------------------------------------|----------------------------------------------|-------------------------------------------|
| 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 rd 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 |

| Summer term – Suffixes and other grammatical features | | T.W to read | T.W to spell |
|-------------------------------------------------------|--------------------------------------------------------|----------------------------------------------|------------------------------------------|
| 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 | A wide variety of suffixes (-ed, -ing, -er, -est) | | |
| Week 11 | A wide variety of suffixes (-s, -es, -y, -ly) | | |
| Week 12 | A wide variety of suffixes (-ment, -ness, -less, -ful) | | |

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 - Sequencing & retelling |
| Pink A | <u>Phase 2 single phonemes from Letters and Sounds/Jolly Phonics</u> - s, a, t, i, p, n m, d, g, o, c, k, e, u, r, h, | - Single CVC words with a short vowel (e.g. c-u-p) | |
| Pink B | <u>Phase 2 and 3 single phonemes from Letters and Sounds/Jolly Phonics</u> - b, f, l, j, qu, v, w, x, y, z | - Longer sentences with CVC words with a short vowel (e.g. c-u-p) | |
| Pink C | <u>Phase 2 digraphs from Letters and Sounds</u> - ss, ll, ff, zz, ck | - Longer sentences with CVC words with a short vowel (e.g. c-u-p) | |
| Red A | <u>Phase 3 digraphs and trigraphs from Letters and Sounds</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) | - Segmenting and blending sounds |
| Red B | <u>Phase 3 digraphs and trigraphs from Letters and Sounds</u> - ai, ee, igh, oa, oo, oo, oi, ow + adjacent consonants | - Multiple sentences with CVC words with long vowels and with adjacent consonants. | - Recognising tricky words from their tricky word packet |
| Yellow A | <u>Phase 3 digraphs and trigraphs from Letters and Sounds</u> - or, ar, ur, er + adjacent consonants | | |
| Yellow B | <u>Phase 3 more unusual trigraphs from Letters and Sounds</u> - air, ear, ure + adjacent consonants | | - Understanding of the text they read |
| Blue A | <u>Phase 5 Letters and Sounds (core)</u> - ay, ie, ea, ou, ew, oy, ir, ue, aw, wh, ph, oe, au, | - Multiple sentences with one or two Phase 5 GPCs outlined | |
| Blue B | <u>Phase 5 Letters and Sounds (core)</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, er (as 'u') | - Multiple sentences <u>with a variety</u> of Phase 5 sounds outlined | |
| Green | <u>Phase 5 Letters and Sounds (additional)</u> - tch, dge, ge, kn, gn, mb, st, se, ce, se (as 'z') le, el, al, ve, ey, wr | - Multiple sentences <u>with a variety</u> of Phase 5 sounds outlined | |
| Orange | <u>Phase 5 Letters and Sounds (unusual)</u> - ear (as 'er'), (w)or (as 'er') (w)ar (as 'or'), al (as 'ar'), al (as 'or'), o (as 'u'), are/ear/ere (as 'air'), eer/ere (as 'ear'), our/ore/ough (as 'or'), oul, tion /zh/(sure) | - Multiple sentences <u>with a variety</u> of Phase 5 sounds outlined | |
| Purple | No new GPCs | - Longer texts - Introducing chapter books | - Comprehension of text - Inference - Characters' intentions |
| Gold | | | |
| White | | | |
| Lime | | | |