

Merton Infant School Phonics Structure and Expectations

Phonics will be taught daily in Reception and KS1 for 30 minutes. The following guidance on each part of the lesson will be applied daily.

Revisit	All graphemes, phonemes and CEW taught so far will be recapped at the beginning of every lesson. This can be using flashcards, Powerpoint, songs, word/sentence reading. Make sure children make links between the graphemes, phonemes and pictorial link using the word mats e.g. s as in sock , ai as in rain .
Teach	New phonemes (letter sounds) graphemes (written representation) will be introduced alongside cued articulation actions and objects/pictures for context. Single letter graphemes will be taught with their corresponding capital letter, letter name and whether it is a vowel or consonant. Digraphs will also be shown with a capital letter to ensure children recognise them when used at the beginning of names and sentences. Letter formation will be modelled in print in YR, progressing to the cursive style in Y1 using letter formation rhymes. Children must be encouraged to position their writing on the line, thinking about ascenders and descenders Pictorial cues will be used as an additional support resource for SEND children. Teaching also includes the skills of blending to read and segmenting to spell. Children will be taught to identify beginning, middle and end sounds in words using phoneme fingers. Children will use phonics vocabulary to identify phonemes, graphemes, digraphs, trigraphs, split-vowel digraphs, suffixes and prefixes. They will use sound buttons to break down words into their units of sound.
Practise	Children practise using the new phoneme and grapheme in context alongside adults. Children will practise through: - Oral blending - Sorting activities - Adding sound buttons - Blending to read - Segmenting to spell
Apply	Children are given opportunities to apply their new learning to demonstrate their understanding and grapheme phoneme correspondence (GPC) retention. These tasks are the same or similar to the practice part of the lesson but children will be expected to be more independent. Tasks should be repetitive and familiar to children in order to keep focus on the learning outcome rather than how to complete the activity.
Assessment	Teachers assess children's GPC knowledge against the success criteria and begin to identify any children with gaps in their learning. Teacher assessment will identify the lowest 20% in the class and plan additional phonics sessions to support overlearning. Year 1 and 2 perform phonics assessments every half term using phonics screening check materials to identify common gaps within the cohorts. GPC trackers are also updated to highlight any cohort specific gaps and set targets. Y1 complete the statutory Phonics Screening Check in June. They read 40 words some are real examples and others are decodable 'alien' words. Parents are informed of their score in the annual reports at the end of the year. If they did not pass the test, they re-do it in the Autumn term in Y2.

SEND Support

Children identified as needing more intensive support will be added into intervention groups according to their needs which run in addition to whole class phonics teaching.

Interventions include:

- Phase 1 skills group

- Precision teaching
- 5 Minute Box Phonics
- SIDNEY

Sound Buttons

Children from Year R – Year 2 will all use sound buttons to break down words into units of sound. These will differentiate between phonemes, digraphs, trigraphs, split-vowel digraphs and consonant clusters.

Our sound buttons are:

Beans – dots placed under single letter sounds

cat
•••

Sausages – a straight line under a digraphs or trigraph

sheep
_ _ •

high
_

Spaghetti – a curved line joining the 2 letters in a split-vowel digraph. These go below the letters

with the middle consonant bean placed in-between.

cake
•••

Fried egg – a circle to identify 2 initial or final consonants which can be rapidly blended together to support blending fluency.

stop bend
••• •••

Common Exception Words (CEW)

Common exception words are words in which normal phonic rules do not apply. Children will be explicitly taught the exception to the rule when learning to read and spell word e.g **said** – the **ai** grapheme is making an **e** as in elephant sound rather than **ai** as in rain.

Year 1 and 2 will follow the list of words found in the National Curriculum for English. Year R will be introduced to blending words using phonemes taught including the simpler CEW from the Y1 list.

Reading

Children are given phonically decodable books aligned with their GPC knowledge to ensure phonics is embedded in their reading. Within Phonic Phases 2 – 4 children are given Rocket Phonics and Phonics Bug books to secure phonic knowledge. They then progress to Rocket Phonics to develop vocabulary and fluency.

Phase 5 – 6 continue to use Rocket Phonics, including Oxford Reading Tree to further develop their comprehension skills.

During reading practice, children are encouraged to use their 'reading finger' to track across each sound/word when blending/reading. Children will be taught to chunk multisyllabic words into smaller parts and to look for familiar words within new words e.g **sand**, **before**.