



Phonics at Beardall Fields Primary and Nursery School

Intent

Our phonics scheme is designed to ensure that all children make rapid progress in phonics, gaining knowledge of new 'codes' to then apply to their independent reading and writing. Our school uses the No Nonsense Phonics programme. The phonics programme ensures all children access whole class high-quality phonics teaching. The pace and high expectations of the programme, means children are appropriately challenged, with continuous opportunities to practise and embed phonics and early reading skills.

Implementation

The children receive whole class phonics teaching daily in Reception, Y1 and Y2, with specific intervention phonic groups running within Key Stage 2.

Our children learn to read by breaking down words into 'codes'. Our children practise blending the codes together to read words, embedding these codes in words and sentences. The programme follows a teaching and learning cycle across 11 books.

The scheme provides a consistent structured approach across EYFS and KS1, which is easy to follow and embed within the classroom. The quantity and range of words the children are exposed to, means children are reading a range of rich vocabulary, which they then practise and embed within their writing.

Children who are identified as needing additional support or catch up sessions, do so with trained staff in addition to their whole class phonics sessions. These intervention sessions follow a whole school approach. The targeted interventions are individualised and match the needs of the child, supported by reading practise. The colour banded reading books these children read, match the codes the children are revisiting/embedding.

Our early colour banded books up to and including turquoise, are fully decodable.

All teachers and teaching assistants attend phonics training and staff meetings. The reading lead and HLTA monitor/coach staff weekly to ensure consistency across the school.

Impact

All children receive high-quality phonics teaching daily, which ensures they make good progress in this subject. Children are assessed on a half termly/termly basis using an online phonics tracker. Reading lead and HLTA monitor data and ensure that interventions are quickly put into place to support any children who are not achieving the expected standard.

Rationale for decisions made within the scheme

Our scheme is No Nonsense phonics and staff have received training from Debbie Hepplewhite, who devised the programme, on how to use it to teach the children the alphabetic code and the alphabet, and the skills of reading, spelling and handwriting. We have chosen the Big Cat letters and sounds decodable books for both fiction and non-fiction as well as Bugs Club for non-fiction, to ensure children are reading books, which closely match their phonic knowledge and allow for consolidation.

The scheme follows a progression which each year group will follow. Staff will use formative assessments in order to move children through the progression at the appropriate rate.

	Autumn	Spring	Summer
Nursery	Autumn 2: Working through Teeny Reading Seeds – sound of the week in alphabetic order. a b c d e f	Spring 1: Working through Teeny Reading Seeds – sound of the week in alphabetic order. g h i j k Spring 2: Working through Teeny Reading Seeds – sound of the week in alphabetic order. l m n o p	Summer 1: Working through Teeny Reading Seeds – sound of the week in alphabetic order. q r s t u Summer 2: Working through Teeny Reading Seeds – sound of the week in alphabetic order. v w x y z
	<p>Where possible, meaningful links will be made to special days in the year as part of Literacy sessions, e.g. P for Pancake Day.</p> <p>In addition, each half-term a week will be devoted to the necessary pre-phonics skills to support later phonics in Reception.</p> <ol style="list-style-type: none"> 1. Sound Discrimination – Environmental Sounds 2. Sound Discrimination – Instrumental Sounds 3. Body Percussion 4. Alliteration 5. Rhyme and Rhythm 6. Voice Sounds 7. Oral Segmenting and Blending 		
Reception	Autumn 1 – Book 1 s a t i p n l c k ck ck e h th	Spring 1 – Book 2 / 3 j y ai ay w oa ow ie igh le o a e	Summer 1 – Book 4 / 5 -s -se -ze aw -ng -nk v -ve -oo oo
	New Common Exception Words / Incidental Phonics: is, I, the Autumn 2 – Book 1 / 2 r m d g o u l ll f ff ss b	New Common Exception Words / Incidental Phonics: clickety, all, windy, oh, no, so, they, sticky, re-, de-, table, or, done, some, come. Spring 2 – Book 3 / 4 i o u y ee or z zz wh ea -ea	Revising and consolidating code taught so far and applying to reading and writing. New Common Exception Words / Incidental Phonics: cheese, surprise, <u>crawled</u> (ed as /d/), like, prey, finger, friend, white, over, he, we, be, go, hooked, those, below, across, what.
	New Common Exception Words / Incidental Phonics: has, his, as, to, into, puts, thinks, of, onto, good, book.	New Common Exception Words / Incidental Phonics: you, go, radio, rolls, <u>passed</u> (ed as /t/), other, come, very, people, was, your, what, beans, please, feather, do.	Summer 2 – Book 5 -y -ey -x ch sh th ph
			Revising and consolidating code taught so far and applying to reading and writing. New Common Exception Words / Incidental Phonics:

			my, little, old, said, again, we'll, before, also.
Year 1	Autumn 1 – Book 5 Revising Book 5 with an increased spelling focus and specific teaching to any common gaps from end of F2 assessment. Make use of phonics international resources.	Spring 1 – Book 6 / 7 er, ar -ce, -ge -se, c g, -oe i-e, e-e o-e, a-e	Summer 1 – Book 8 / Additional sounds for PSC (Make use of PI resources where possible). ear, ure (and revise air) ir, ur ew, ew au, al, ie (ee), ou (oo) Revising and consolidating previously taught code and applying to reading and writing.
	New Common Exception Words / Incidental Phonics: Revising previously taught Common Exception Words – reading and spelling.	New Common Exception Words / Incidental Phonics: quite, father, heart, one, once, journey, air, doorstep, there, wall, queue, made,	New Common Exception Words / Incidental Phonics: new, few, flew, grew, soup, group, plus any additional Y1 Common Exception words.
	Autumn 2 – Book 6 Qu Ou, ow Oi, oy -ue, -ue.	Spring 2 – Book 7 Revise split digraphs (Make use of PI resources) u-e (as /oo/ and /yoo/) air, -are -ear, -ere. Gap assessment – deciding what needs to be covered before Y1 PSC.	Summer 2 – Book 8 Revising and consolidating previously taught code and applying to reading and writing (up until Y1 PSC) Eer, -ere, -ier, ear (w)or, our. Can also make use of Phonics International resources to target any specific gaps in code following Y1 PSC.
	New Common Exception Words / Incidental Phonics: about, squirted, don't, two, your, try, I'm, more, their, queue, wall, made.	New Common Exception Words / Incidental Phonics: father, one, once, are, any, many, where, there, theatre.	New Common Exception Words / Incidental Phonics: thought, great, break, chandelier, heart, knew, worn, species, course, your, four, plus any additional Y1 Common Exception words.
Year 2	Autumn 1 – Book 7 Revising Book 7 with specific spelling focus and reading plain texts with increased fluency. c, g, -oe, i-e, e-e, o-e, a-e, u-e air, -are, -ear, -ere Can also make use of Phonics International resources to target any specific gaps in code.	Spring 1 – Book 9 Alternative pronunciations of x - Alternative pronunciations of ie Alternative pronunciations of ew Alternative pronunciations of ch Alternative pronunciations of ou Alternative pronunciations of a	Summer 1 – Book 9 Alternative spellings of /u/ (two weeks) Alternative spellings of /f/ (two weeks) Alternative spellings of /j/ (two weeks) Kn, gn,
		New Common Exception Words / Incidental Phonics:	New Common Exception Words / Incidental Phonics: (Range of words in Plain Texts, including...water, journey, their, laugh, laughter, school, because) plus

	<p>New Common Exception Words / Incidental Phonics: Revising Book 7 Common Exception and Incidental Phonics words.</p> <p>Autumn 2 – Book 8 <i>Revising Book 8 with specific spelling focus and reading plain texts with increased fluency.</i> eer, ear -ere, -ier, -ur, -ir, Ear, <u>wor</u>, -our <i>Can also make use of Phonics International resources to target any specific gaps in code.</i></p> <p>New Common Exception Words / Incidental Phonics: Revising Book 8 Common Exception and Incidental Phonics words.</p>	<p>(Range of words in Plain Texts, including...xylophone, friends, laughing, shoes, buy, chalet, sure, sure-footed, sufficiently, resigned).</p> <p>Spring 2 – Book 9 Alternative spellings of /ch/ (including –ture) (two weeks) Alternative spellings of /sh/ (two weeks) Alternative spellings of /zh/ (two weeks)</p> <p>New Common Exception Words / Incidental Phonics: (Range of words in Plain Texts, including...latest, unusual, unexpected, necessary, knowledge, junior, build, buy, leisure).</p>	<p>Y2 Common Exception Words.</p> <p>Summer 1 – Book 9 Wr, -mb, -st, -or Ore, -our, Oar, -oor, Ough, aw Au, a, -al, augh, war, quar</p> <p>New Common Exception Words / Incidental Phonics: (Range of words in Plain Texts, including...water, journey, their, laugh, laughter, school, because) plus Y2 Common Exception Words.</p>
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