



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

Our children receive whole class phonics teaching daily in Reception, Y1 and Y2, with specific intervention phonic groups running within Key Stage 2. 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 NNPS programme sets high expectations, with children reading more words, more of the time. It provides opportunities to revisit revise and consolidate daily within a structured approach, which is easy to follow and embed within the classroom.

Our children learn to read by breaking down words into 'codes'. The children then practise blending the codes together to read words, embedding these codes in words and sentences. The quantity and variety of words the children meet, means they are reading a variety 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, staff meetings and receive regular phonics coaching sessions. The phonics/early reading lead and senior reading TA, 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/phonics lead and SRTA monitor data and ensure that interventions are quickly put into place to support any children who need additional support.

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: – sound of the week in alphabetic order. a b c d e f	Spring 1: – sound of the week in alphabetic order. g h i j k Spring 2: – sound of the week in alphabetic order. l m n o p	Summer 1: – sound of the week in alphabetic order. q r s t u Summer 2: – sound of the week in alphabetic order. v w x y z
	Where possible, meaningful links will be made to special days in the year as part of Literacy sessions, e.g. P for Pancake Day. In addition, each half-term a week will be devoted to the necessary pre-phonics skills to support later phonics in Reception. <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 New Common Exception Words / Incidental Phonics: is, l, the Autumn 2 – Book 1 / 2 r m d g o u l ll f ff	Spring 1 – Book 2+ V w –x z –zz qu ch sh –ng –nk ai ay w oa ow ie igh le o New Common Exception Words / Incidental Phonics: when, ketchup, sheep, he, she, we, be, me, clickety, all, windy, oh, no, so, Spring 2 – Book 3 / 4 a e i o u y ee or z zz	Summer 1 – Book 4 / 5 –s –se –ze aw –ng –nk v –ve –oo oo Revising and consolidating code taught so far and applying to reading and writing. New Common Exception Words / Incidental Phonics: cheese, surprise, crawled (ed as /d/), like, prey, finger, friend, white, over,

	<p>ss b j y</p> <p>New Common Exception Words / Incidental Phonics: has, his, is, as, to, into, puts, thinks, of, onto, good, book.</p>	<p>wh ea -ea</p> <p>New Common Exception Words / Incidental Phonics: they, sticky, re-, de-, table, or, done, some, come you, go, radio, rolls, passed (ed as /t/), other, come, very, people, was, your, what, beans, please, feather, do.</p>	<p>he, we, be, go, hooked, those, below, across, what.</p> <p>Summer 2 – Book 5 -y –ey -x ch sh th ph</p> <p>Revising and consolidating code taught so far and applying to reading and writing.</p> <p>New Common Exception Words / Incidental Phonics: my, little, old, said, again, we'll, before, also.</p>
Year 1	<p>Autumn 1 – Book 5 Revising Book 5 with an increased spelling focus and specific teaching to any common gaps from end of F2 assessment.</p> <p>ng, nk, ve, oo, oo, -y, -ey, ch, sh, th,</p> <p>New Common Exception Words / Incidental Phonics: Revising previously taught Common Exception Words Book 5+ er, ir ur, a-e</p> <p>Autumn 2 – Book 5+ e-e, i-e o-e, u-e air, are -ear, ear</p> <p>Book 6 Qu Ou, ow Oi, oy -ue, -ue.</p> <p>New Common Exception Words / Incidental Phonics: about, squirted, don't, two, your, try, I'm, more, their, queue, wall, made.</p>	<p>Spring 1 – Book 6 / 7 er, ar -ce, -ge -se, c g, -oe i-e, e-e o-e, a-e</p> <p>New Common Exception Words / Incidental Phonics: quite, father, heart, one, once, journey, air, doorstep, there, wall, queue, made,</p> <p>Spring 2 – Book 7 Revise split digraphs u-e (as /oo/ and /yoo/) air, -are -ear, -ere.</p> <p>Gap assessment/phonics screen – deciding what needs to be covered before Y1 PSC.</p> <p>New Common Exception Words / Incidental Phonics: father, one, once, are, any, many, where, there, theatre.</p>	<p>Summer 1 – Book 8 / Additional sounds/codes for PSC -ere, ure (and revise air) ew, ew au, al, ie (ee), ou (oo) Eer, ear, ir, ur -ier, ear (w)or, our.</p> <p>Revising and consolidating previously taught code and applying to reading and writing.</p> <p>New Common Exception Words / Incidental Phonics: new, few, flew, grew, soup, group, plus any additional Y1 Common Exception words.</p> <p>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.</p> <p>New Common Exception Words / Incidental Phonics: thought, great, break, chandelier, heart, knew, worn, species, course, your, four,</p>

<p>Year 2</p>	<p>Autumn 1 – Book 7 <i>Revising Book 7 with specific spelling focus and reading plain texts with increased fluency.</i> c, g, -oe, i-e, e-e, o-e, a-e, u-e air, -are, -ear, -ere</p> <p>New Common Exception Words – Spelling progression</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, wor<u>u</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>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</p> <p>New Common Exception Words / Incidental Phonics: (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>Summer 1 – Book 9 Alternative spellings of /u/ (two weeks) Alternative spellings of /f/ (two weeks) Alternative spellings of /j/ (two weeks) Kn, gn,</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> <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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