

Phonics at Queens Road Academy

Phonics sessions are taught daily at Queens Road Academy from the beginning of our Foundation Stage until our pupils have a secure phonic knowledge. For the vast majority of our pupils, this will be by the end of Key Stage 1 but for some pupils these sessions may continue into Key Stage 2.

Letters and Sounds

Letters and Sounds is the name of the scheme that we use, at Queens Road Academy, to support the systematic teaching of phonics. The scheme is divided into 6 phases which provide increasing challenge.

Phase 1 – This underpins all of the phonics work which follows. In this phase children develop the skill to blend orally and segment orally, through adult led activities. Phase 1 activities are designed to run alongside activities in other phases.

Phase 2- Children learn the sounds for 19 different letters (see below) of the alphabet and blend and segment these separate sounds together into whole words. Children will use this blending to read simple captions.

Phase 2

Learning which letter makes which sound (one set taught per week):

Set 1: s a t p

Set 2: i n m d

Set 3: g o c k

Set 4: ck e u r

Set 5: h b f, ff l, ll ss

Pupils will also learn to read the following high-frequency words by sight – the, to, no, go l

Phase 3- Children learn the sounds for 7 more letters of the alphabet and graphemes to cover most of the phonemes not covered by single letters. Children will use this blending to read simple captions, sentences and questions.

Phase 3

Set 6: j v w x

Set 7: y z, zz qu

ch, sh th ng ai ee igh oa oo ar or ur ow oi ear air ure er

Pupils will also learn to read the following high-frequency words by sight – he, she, me, we, be, was, my, you, her, they, all, are

Phase 4- Children will not learn any new sounds during this phase but will practice blending and segmenting words with adjacent consonants. (e.g.- frog, stand)

Pupils will also learn to read the following high-frequency words by sight – said, so, have, like, some, come, were, there, little, one, do, when, out, what

Phase 5- Children will learn more graphemes for the phonemes taught in Phases 2 and 3. They will also learn alternative pronunciations for known letters.

New graphemes:

ay (day) ou (out) ie (tie) ea (east) oy (boy) ir (girl) ue (blue) aw (saw)

wh (when) ph (photo) ew (new) oe (toe) au (Paul)

Split digraphs (where the sound is split by another letter)

a-e (make) e-e (these) i-e (like) o-e (home) u-e (rule)

New pronunciations for known letters:

i (fin, find), o (hot, cold), c (cat, cent), g (got, giant), u (but, put (in south of England), ow (cow, blow), ie (tie, field), ea (eat, bread), er (farmer, her), a (hat, what), y (yes, by, very), ch (chin, school, chef), ou (out, shoulder, could, you).

Pupils will also learn to read the following high-frequency words by sight – oh, their, people, Mr, Mrs, looked, called, asked, water, where, who, again, though, through, work, mouse, many, laughed, because, different, any, eyes, friends, once, please.

Phase 6 is embedded into the school spelling curriculum. (See separate curriculum.)

Progression and Expectations

Pupils progress through the phases at different rates and will be assessed each half term to monitor progress. Children are grouped from nursery through to Year 2 so this may mean that they will move classrooms for this part of their day. In terms of our expectations for 'on-track' pupils, please see the additional guidance document available on our website.

Additional Support

Additional phonics sessions are provided to pupils who are not keeping up with their peers. In the first instance, this additional support will be the same day that the GPC is taught to ensure rapid intervention. For some children, longer term intervention will be needed and our school Inclusion officer and Phonics lead will work together to ensure that pupils who are working significantly below their peers, get appropriate support to enable them to become fluent readers as quickly as possible.

Phonics Screening Check

Each year in June, Year 1 pupils will take the national Phonics Screening Check. This is a statutory assessment to ensure that children are making sufficient progress in the phonics skills to read words and are on track to become fluent readers who can enjoy reading for pleasure and for learning. Pupils will be asked to read a mixture of real and pseudo (alien) words to their class teacher. (Please see separate sheet for further information.)

Parental Support

Annual phonics sessions are held where parents are invited into school to learn more about the way that we deliver phonics. If you require any further guidance with how to support our approaches to phonics, please do not hesitate to ask a member of staff.