

Staff Guide to Teaching Phonics at Naphill and Walter's Ash School



We teach using elements and resources from the Read, Write Inc. scheme, following the teaching order and lesson format from Letters and Sounds.

Lesson Format

Across Reception and Key Stage One all Phonic lessons will have the same format and planning reflects this, every Phonic lesson consists of five parts as follows:

Revisit and Review	A chance to revisit recently taught speed sounds and High Frequency Words and review any sounds or High Frequency Words the group need to practise.
Teach	Daily focus sound will be taught along with any new High Frequency Words.
Practise	Reading (blending) and writing (segmenting) words containing in focus sound (along with some previously taught sounds).
Apply	Reading or writing sentences (hold a sentence) containing focus sound along with some previously taught sounds).
Assessment	An activity designed for the children to showcase their learning.

Revisit and Review

A chance to revisit recently taught speed sounds and High Frequency Words and review any sounds or High Frequency Words the group need to practise.

- Focus on recently covered sounds or those identified as needing practise.
- Use speed sound cards, correct any incorrect pronunciation, model sounds clearly and articulately.
- Read selected previously covered High Frequency Words speedily.

Teach: Daily focus sound will be taught along with any new High Frequency Words.

- Introduce any new High Frequency Words

Say the sound:

- Say the new sound without showing the Speed Sound Card, ask children to repeat.
- Show speed sound card (picture side) for focus sound, explain the picture, e.g. *The child is saying...cup of tea!* Say: e.g. *ea – cup of tea* say the sound and the phrase, ask children to repeat.
- Say one of the words listed on the Speed Sound Card in Fred-talk. Ask children to repeat the Fred Talk and then say the whole word (use Fred the frog). Repeat with 3/4 words.

Read the sound:

- Show Speed Sound Card (picture side). Say: *"When we look at this side we say the phrase: e.g. ea – cup of tea!"*
- Show the letter side. Say: *"When we look at this side , we say the sound: e.g. ea"*
- Explain when there are two or more letters together they make just one sound. These letters are '**special friends**'.
- Point sound out on sound freeze in class room.
- Flip card a few times and ask children to say the sound or the phrase.

Review the sounds:

- Hide new sound in the pack of sounds covered so far (in current phase along with any from previous phase that need practise). Ask children to read the sounds and spot the new sound.

Practise: Reading (blending) and writing (segmenting) words containing in focus sound (along with some previously taught sounds).

Read the words with Fred-talk

- Use phonics green word cards. Hold up card and spot any special friend sounds.
- Ask children to say sounds in Fred-Talk e.g. c-l-ea-n, and then say the word.
- Say the word with exaggerated pronunciation. Ask children to repeat it. If necessary explain the meaning of the word.
- Repeat with all the words.

- Review words from previously taught sounds that need further practise. If appropriate include two words with the 'same sound, different spelling' e.g. three and sleep if covering ea cup of tea.
- Ask children to use Fred-Talk and then read the word.
- Use '**Fred in your head**' to gain speed. Gradually increase speed.

Spell with Fred-fingers:

- Say the word e.g. clean and ask children to repeat it.
- Ask the children to hide their fingers as they count the sounds on them
- Hold up their fingers, palms facing them, when you say "***fingers***"
- Repeat the word, then pinch fingers as they say the sounds e.g. c-l-ea-n.
- Write the word as they say the sounds, underlining any special friends.
- Add sound buttons under each sound
- Children to mark own work with a tick or correct their own work (green pens)
- Repeat with two or three words from the list provided
- Review by writing 2 words with a previously taught sound and that they have read with 'same sound, different spelling' (if appropriate), using steps in Spell with Fred-fingers

Apply: Reading or writing sentences (hold a sentence) containing focus sound along with some previously taught sounds).

- Read or write a label, caption or sentence using words containing focus sounds, and where appropriate, reviewing previously covered sounds, include one or more High Frequency Words.

Read a label, caption or sentence:

- Model using

Assessment: An activity designed for the children to showcase their learning.

Nonsense (alien) words:

- Show word and spot special friends.
- Ask children to say the sounds (Fred-Talk) and read the word