

Richmond Phonics

Rationale:

Phonics is taught as a way of decoding written letters and spoken sounds in the early stages of learning to read.

At Richmond we teach systematic synthetic phonics from Nursery to Lower Key Stage two, or for as long as it is necessary. We follow a systematic teaching programme for delivery to ensure pupils learn how to effectively decode print to enable them to read. Through daily teaching of phonics and the skills of grapheme-phoneme correspondence, pupils are taught phonics, progressing through individual sounds and blends through five steps (see below). The sets for teaching ensure that pupils have the skills to read many common words early in their phonics learning through segmenting and blending of taught sounds. To enhance the delivery and recall of individual letter sounds and letter formations, we utilise the Read Write Inc formation cards.

Through our kinaesthetic, interactive approach to teaching phonics we aim to develop the children's phonological awareness, ability to segment and blend words and read tricky words by sight, to become fluent readers and have good foundations in spelling.

Within each phonics sessions, children experience a range of visual and practical activities that allows them to practice and apply their phonetic knowledge. This includes through dictation of sounds, words and sentences as well as through practical games, the use of word and sound flash cards and opportunities to read and write at the appropriate level.

Expectations:

Nursery: To teach a daily phonic lesson that focuses on developing a child's ability to distinguish sounds within the environment, identify words that rhyme and recognise the initial sound within spoken words.

Reception: To teach a daily 30 minute phonic lesson that focuses on teaching the children the individual phonemes and the letter formation for each of these. This then progresses into segmenting and blending CVC words with the aim at the end of the year for children to be able to independently read and write a simple sentence.

Key Stage One: To teach a daily 30 minute phonic lesson that continues to teach the school sequence of sounds already started in Reception. The children will learn new sounds within the order and apply these to blending and segmenting individual words that they will be able to read and write within more complex sentences. They will also be taught alternative spelling patterns and pronunciation in order to become more fluent readers and accurate spellers.

Phonetic progression:

Step	Sounds	Decodable Words	Tricky Words
1	Hearing sounds in the environment General immersion in language in the environment		
2	i) s a t p i n ii) m d g o c k iii) c k e u r h b f f f iv) f f l l s s j v) v w x y z z z	at, mat, dad, sad, mad, sat, an, it, and, on, dog, pan, dig, pin, gap, sit, got, tip, in, top, bad, cup, bin, kit, can, mud, cat, up, cot, fan, fat, fish, fun, had, hen, hit, let, lip, log, met, sack, set, jam, jet, jog, run, sock, vet, web, wet, win, wish, yap, yes, yum, box, fix, fox, six, zap, zip, blip, flop, spot, pram, trap, bell, clip, slip, fell, drip, skip, trip, huff, fluff, prop, jump, well, flag, slid, hand, grin, skin, best, mess, blob, frog, spit, dress, gran, stop, test, back, drop.	I no the to go into
3	i) q u s h c h t h n g ii) a i e e i g h o a o o iii) a r o r i r u r o w o i iv) e a r a i r u r e a r e i r e	Quiz, quit, quick, ship, wish, shop, fish, chat, chip, chin, chop, thick, thing, thin, this, think, bang, sing, wing, snail, tail, paid, paint, train, rain, see, been, seen, three, green, sleep, high, light, bright, night, fright, might, goat, road, throat, boat, toast, coat, zoo, too, food, star, start, sharp, part, car, hard, sort, sport, snort, horse, short, stir, dirt, first, stew, chew, flew, never, better, after, proper, corner, how, down, cow, town, now, brown, join, voice, coin, near, year, fear, hear, dear, ear, fair, hair, lair, stair, air, chair, picture, mixture, creature.	he she we me be you are her was all they my sure door floor poor
4	i) a y e a i e o w o o ii) o y u e a w o u a u iii) w h p h e w o e iv) a - e e - e i - e o - e u - e v) t i o n, c i o u s	Day, may, say, play, way, spray, clean, real, please, dream, seat, scream, tie, died, quiet, pie, blow, snow, grow, show, below, book, good, hood, foot, boy, enjoy, royal, destroy, glue, blue, argue, crawl, yawn, paw, dawn, law, saw, out, loud, round, shout, mouth, found, launch, haul, August, when, whisk, whip, whirl, graph, phone, dolphin, new, flew, blew, chew, drew, grew, toe, goes, hoe, cake, make, name, same, date, late, even, Pete, swede, these, delete, hide, white, smile, nice, time, like, note, broke, spoke, phone, hope, home, use, June, brute, huge, rude, tune, exploration, conversation,	said have like so do some come little one were where what when out oh Mrs people their called Mr looked asked could because who should would even

		celebration, attention, tradition, vicious, precious, ferocious, delicious, suspicious	
5	Alternative pronunciations l - fin find o - hot, cold, both c - cat, cent g - got, gent u - but, put ow - cow, blow ie - tie, field ea - eat, bread er - farmer, her a - hat, was, lady, many y - yes, by, very ch - school, chef ou - out, shoulder, could, you o-e- move		Find, kind, behind, wild, child, children, after, fast, last, father, class, grass, plant, half, path, bath, beautiful, pretty, break, great, steak, every, everybody, cold, gold, told, old, hour, money, busy, only, most, clothes, prove, improve.