



Gosberton Academy

Phonics Portfolio



Our Vision, Values and Aims

Gosberton Academy aims to provide a high-quality, **exceptional** education with first-hand learning experiences that are able to motivate and stimulate all learners. All learners will recognise the importance of the community in which they are educated and understand that the Academy is based at the heart of the community, bringing a **togetherness** of all stakeholders.

- All pupils and families will feel supported and integrated into the school life.
- Every pupil, regardless of their life experiences, can reach their full potential, growing in confidence and being **honest** to themselves.



H

**Honesty – Honest to each other
but also, honest to themselves.**



A

**Aspirational-
Aspirational staff, children, par-
ents and families**



T

**Togetherness-
Friendships, support, stakeholders,
community, parents and staff**



E

**Exceptional- Exceptional behav-
iour, effort, attitude, progress and
opportunities**



R

**Resilient- Never giving up, always
wanting to succeed.**



Gosberton Goals



Phonics at Gosberton Academy

At Gosberton Academy, we teach a systematic programme of phonics as outlined in Little Wandle- Letters and Sound Revised, which supports speaking, listening, reading and writing.

Phonics teaches children what sound each letter makes – this is the first step in children learning how to read. Children will begin to recognise letters and the sounds they make, which they then use to blend sounds together for reading, and segment them when writing.

We strive to ensure that all children become successful and fluent readers by the end of Key Stage 1. We believe this is achievable through a combination of strong, high quality, discrete phonics teaching combined with a literature-rich approach that promotes a 'reading for pleasure' culture. We aim for all of the children at Gosberton Academy to leave school at the end of Key Stage 2 with a genuine passion for reading and to have obtained all of the skills they need to tackle any book of their choosing.

High quality interventions are delivered to children in both KS1 and KS2 who are not fully secure with their phonics knowledge. Phonics interventions are tailored and targeted according to individual need and children are identified through our close monitoring and assessment system. Teachers and Teaching Assistants work with small groups throughout the year to boost progress and to extend children's learning



Little Wandle Phonics

Phonics Lessons

- In Reception and Y1, children follow the progression within Little Wandle Letters and Sounds Revised programme. Phonics is taught daily and there is a review session on a Friday.
- Phonics starts in Reception in week 2 to ensure the children make a strong start.
- By the end of Reception, children will have been taught up to the end of phase 4.
- By the end of Year 1, children will have been taught up to the end of phase 5.
- Reception lessons start at 10 minutes, with daily additional oral blending – increasing to 30 minutes as soon as possible.
- Y1 lessons are 30 minutes long.
- In Y2-Y3, phonic lessons are taught daily to children where appropriate – following the model of Little Wandle but plugging specific gaps identified through assessment.

In Y2-Y6 there are planned phonic 'catch-up' sessions following a set model to address specific reading/writing gaps. These are short, sharp sessions lasting 10 minutes in length and taking place at least three times a week

Reading Practice Sessions

- Children across Reception, Year 1, Year 2 (and beyond if appropriate) apply their phonics knowledge by using a full matched decodable reader in a small group reading practice session.
- These sessions are 15 minutes/30minutes long and happen three times a week. There are approximately 6 children in a group.
- The sessions follow the model set out in Little Wandle Letters and Sounds Revised.
- The children then take the same book home the following week to ensure success is shared with the family.

In Reception, these sessions start in week 4. Children who are not decoding, do a little blending lesson, following the model set out in Little Wandle Letters and Sound Revised.



Big Cat Phonics Books



For children to be fluent, engaged readers who understand, enjoy and learn from books, reading should be seen as a series of interconnected and orchestrated skills. The Big Cat Phonics for Letters and Sounds series of fiction and non-fiction books is used in order to do just that.

If children practise reading decodeable books at the right level, they experience reading success from the outset. The Big Cat Phonics Books are underpinned by rigorous phonics progression to build reader's confidence. Children will receive two phonics books a week. One book will include the graphemes that they have been taught that week. This other book is a highly decodable book that is suitable for the children's reading ability.

Reading is more than just words on a page. We know that phonics is critical. But at its heart reading is a creative process. This is what is special about the Collins Big Cat Phonics for Letters and Sounds series of books. They promote children as the 'boss of a book' so children can see themselves as readers from the very beginning.

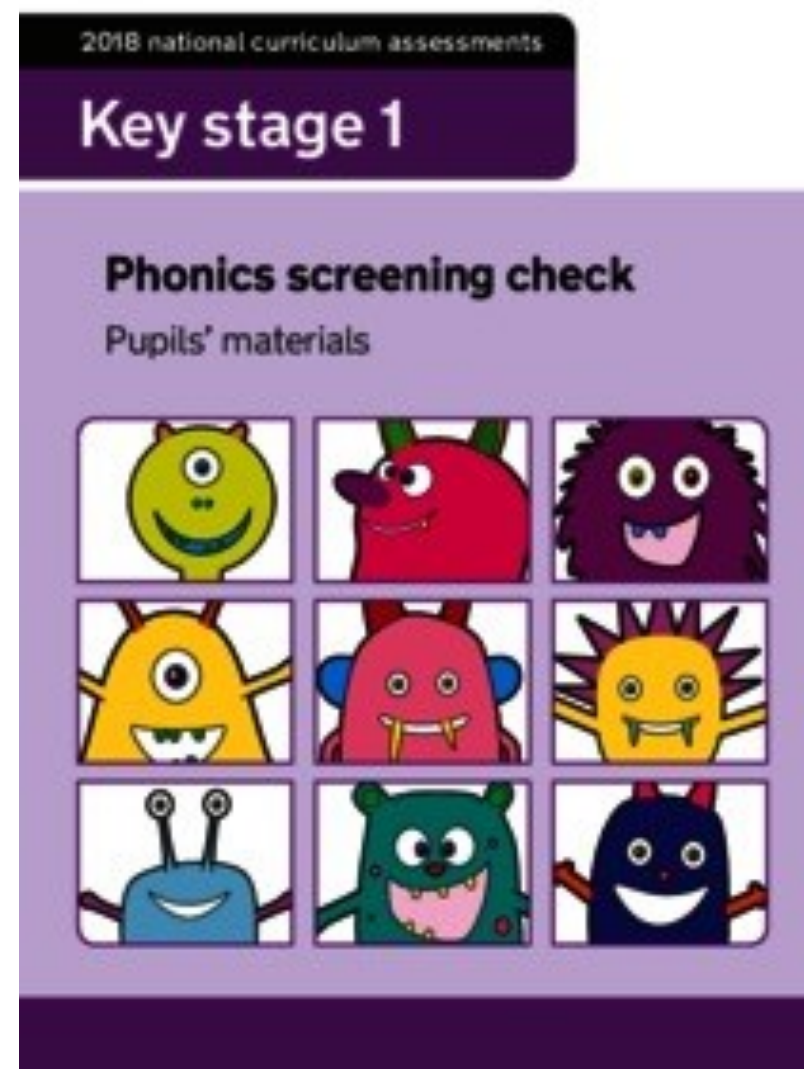


Big Cat Phonics, Harper Collins 2018



Year One Phonics Screening Test

In June children in Year One take a national phonic screening test to confirm whether they have learnt phonic decoding to the expected standard. The check consists of 20 real words and 20 non-words that children read aloud to the teacher. Samples of the test can be found at www.gov.uk. If children do not pass the test in Year One they have another opportunity in Year Two. Parent/carers will receive a letter stating whether their children has met the expected standard. This will go out with the child's report.



Phonics Interventions

Phonics interventions are tailored and targeted according to individual needs and children are identified through our close monitoring and assessment system, using the Little Wandle Keep Up Sessions. Teachers, Teaching Assistants and Parent/Carer Helpers work with small groups throughout the year to boost progress and to extend children's learning



Terminology

blend	Saying the individual sounds that make up a word and then merging or blending the sounds together to say the word – used when reading.
segment	This is the opposite of blending (see above). Splitting a word up into individual sounds – used when spelling and writing
consonant	Most letters of the alphabet (excluding the vowels: a,e,i,o,u)
CVC Word	Abbreviation used for consonant-vowel-consonant words, used to describe the order of sounds. Some examples of CVC words are: cat, pen, top, chat (because ch makes one sound). Other similar abbreviations include: - VC words e.g. on, is, it. - CCVC words e.g. trap and black. - CVCC words e.g. milk and fast.
Digraph	Two letters which together make one sound e.g. ee, oa, ea, ch, ay. There are different types of digraph: -Vowel digraph: a digraph in which at least one of the letters is a vowel, for example; boat or day. -Consonant digraph: two consonants which can go together, for example shop or thin. - Split digraph (previously called magic e): two letters, which work as a pair to make one sound, but are separated within the word e.g. a-e, e-e, i-e, o-e, u-e. For example cake or pine.
Grapheme	Written letters or a group of letters which represent one single sound (phoneme) e.g. a, l, sh, air, ck.
Phoneme	A single sound that can be made by one or more letters – e.g. s, k, z, oo, ph, igh.
Pure Sound	Pronouncing each letter sound clearly and distinctly without adding additional sounds to the end e.g. 'f' not 'fuh.'

trigraph	Three letters which go together make one sound e.g. ear, air, igh, dge, tch
Tricky Words	Words that are difficult to sound out e.g. said, the, because.
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Reception Progression of Sounds

Autumn 1, Phase 2 graphemes

s a t p i n m d g o c k c k e u r h b f l

New Tricky Words

is I the

Autumn 2, Phase 2 graphemes

ff ll ss j v w x y z zz qu ch sh th ng nk

- words with –s /s/ added at the end (hats sits)
- words ending in s /z/ (his) and with –s /z/ added at the end (bags sings)

New Tricky Words

put* pull* full* as and has his her go no to into she push* he of we me be

Spring 1 Phase 3 graphemes

ai ee igh oa oo oo ar or ur ow oi ear air er

- Words with double letters
- Longer words

New Tricky Words

was you they my by all are sure pure

Spring 2 Phase 3 graphemes

Review Phase 3

- words with double letters, longer words, words with two or more digraphs,
- words ending in –ing, compound words
- words with s /z/ in the middle • words with –s /s/ /z/ at the end • words with –es /z/ at the end

New Tricky Words

Review all taught so far

Summer 1 Phase 4 graphemes

Short vowels with adjacent consonants CVCC CCVC CCVCC CCCVC CCCVCC

- longer words and compound words
- words ending in suf-xes: –ing, –ed /t/, –ed /id/ /ed/, –est

New Tricky Words

said so have like some come love do were here little says there when what one out today

Summer 2 Phase 4 graphemes

Phase 3 long vowel graphemes with adjacent consonants: CVCC CCVC CCCVC CCV CCVCC

- words ending in suf-xes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est • longer words

New Tricky Words

Review all taught so far

Year 1 Progression of Sounds

Autumn 1

New Tricky Words

Review Phase 3 and 4

Review tricky words from Phased 2-4

Teach Phase 5 sounds: /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each

Autumn 2, Phase 5 graphemes

New Tricky Words

ur/ ir bird

igh/ ie pie

oo/ yoo/ ue blue rescue

yoo/ u unicorn

oa/ o go

igh/ i tiger

ai/ a paper

ee/ e he

ai/ a-e shake

gh/ i-e time

oa/ o-e home

oo/yoo/ u-e rude cute

ee/ e-e these

oo/ yoo/ ew chew new

ee/ ie shield

or/ aw claw

their people oh your Mr Mrs Ms ask* could would should our house mouse water
want

Spring 1 Phase 5 graphemes

ee/ y funny
e/ ea head
w/ wh wheel
oa/ oe ou toe shoulder
igh/ y fly
oa/ ow snow
j/ g giant
f/ ph phone
l/ le al apple metal
s/ c ice
v/ ve give
u/ o-e o ou some mother young
z/ se cheese
s/ se ce mouse fence
ee/ ey donkey
oo/ ui ou fruit soup

New Tricky Words

any many again who whole where two school call different thought through
friend work

Spring 2 Phase 5 graphemes

ur/ or word
oo/ u oul awful could
air/ are share
or/ au aur oor al author dinosaur floor walk
ch/ tch ture match adventure
ar/ al a half* father*
or/ a water schwa in longer words: different
o/ a want
air/ ear ere bear there
ur/ ear learn
r/ wr wrist
s/ st sc whistle science
c/ ch school
sh/ ch chef
z/ ze freeze
schwa at the end of words: actor

New Tricky Words

once laugh because eye

Summer 1		New Tricky Words	
No new GPCs taught– Revision of all sounds previously taught		Review tricky words from Phase 5	

Summer 2 Phase 5 graphemes		New Tricky Words	
ai/ eigh aigh ey ea eight straight grey break n/ kn gn knee gnaw m/ mb thumb ear/ ere eer here deer zh/ su si treasure vision j/ dge bridge i/ y crystal j/ ge large sh/ ti ssi si ci potion mission mansion delicious or/ augh our oar ore daughter pour oar more		busy beautiful pretty hour move improve parents shoe	

Assessments: Low stake
Quizzes, Questioning and Quick
fire

Self Assessments and Peer
Reviews

Progressive
Curriculum building on prior

Retrieval based
activities

Capturing Our Knowledge

Application of knowledge
through cross curricular

Language Angles

Pre-Teaching

Transition preparation for
Secondary School and across
phases with Primary

Use of technology to
record learning

Exposure in KS1

