



Phonics

A Systematic and Synthetic Approach

A Harmony Trust Framework

Information for Parents/Carers

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Read, Achieve, Succeed

At The Harmony Trust we believe that the key to succeeding in later life to develop confident communicators who are skilled in Speaking, Listening, Reading and Writing. Language and vocabulary are essential for success at all stages of our lives. This is particularly important for the significant proportion of EAL learners in our trust. However, purposeful vocabulary acquisition, applied across a range of contexts, is necessary skill for all: *'Being in a word-poor context at a young age can have far-reaching negative consequences for our children. A restricted vocabulary as a young child goes on to correlate with factors in later life such as employment, pay and even health and well-being as an adult.'* Therefore **every lesson is and will be a language lesson across the whole curriculum.**

Reading is our highest priority. Attainment in reading is a key indicator for success in other curriculum areas and associated with positive child and adult outcomes, particularly for children identified as disadvantaged. Every member of staff should promote and model reading as a lifelong skill for learning and engender a culture of reading for pleasure. Through the Read Achieve Succeed Strategy, we will enable teachers to become expert in the teaching of reading and children to develop as confident, skilled and fluent readers who read for both pleasure and purpose.

Our primary method for learning to read is phonics.

This document summarises our approach for parents.

Why Phonics Matters

Reading is at the heart of our Great Place 2 Learn Statement and is our highest priority as a Trust. Reading matters because it is the most important indicator to a child's success in later life. We therefore have a moral purpose to develop fluent, skilled and attentive readers who can read for both pleasure and purpose.

Making sure that children become engaged with reading from the very beginning is one of the most important ways to make a difference to their life chances whatever their socio-economic background. A secure phonetic knowledge enables children to become confident from the earliest age. Those who love to read and show confidence in reading read more and therefore practise and apply their skills more often. Evidence shows that **teaching phonics is the best way to teach children to read.** *'Synthetic Programmes were especially effective for younger, at-risk readers.'* Phonics give the youngest of readers the skills to decode and experience success in reading texts.

Skilled reading begins in the Early Years Foundation Stage with quality talk and vocabulary development. Where reading provision is at its strongest, skilled teachers spend time discussing books and stories and engaging children at all ages in purposeful talk. They also take every opportunity to discuss letters and the sounds that they make, enabling children to tune into sounds and develop phonological awareness. They improve talk and interactions by explicitly teaching new vocabulary across the wide range of curriculum areas, making explicit links and modelling sentence structures.

All leaders are responsible for the culture, attitudes and expectations within their academies and promote reading for both pleasure and purpose. Leaders are also responsible for ensuring the teaching of reading is as effective as possible and therefore ensuring phonics provision is the best it can be, **leading to excellent outcomes for all pupils.**

How will my child be taught phonics?

The Harmony Trust Phonics Scheme of Work maps out the teaching of phonics from the time your child starts school.

It is a daily programme that follows the four-part lesson model:

- 1) **Revisit** – teachers provide opportunities for pupils to recall what they have learnt previously to form the foundations for new learning
- 2) **Teach** – pupils will be introduced to a new sound
- 3) **Practise** – using the resources in their phonics packs, pupils will practise using, reading and writing this new sound
- 4) **Apply** – at the end of each lesson, pupils will be challenged to apply this new sound within words and sentences

Children are explicitly **taught a new sound in the same way each day**.

The intention is that children develop routines and behaviours for learning and that time is spent applying their learning and being fully engaged. Children will be provided with lots of opportunities to practise through speaking and they will be encouraged to say the sounds aloud throughout the session.





How will my child be taught phonics...in the Early Years?

All children in the EYFS will be taught phonics daily as part of their Communication, Language and Literacy Curriculum.

In Nursery children will undertake short activities that enable them to develop awareness of both sounds, phonemes and graphemes. There will also be emphasis on knowing and recognising their name and the letters within it.

In Reception children need to get off to the best possible start and they will begin to learn sounds and letter names from the start of their reception year.

Daily Sessions will be short in the first instance with clear routines and practices being established. Teachers and adults will model the correct pronunciation and letter formation. For further information about how you can support with this at home, please speak with your child's teacher.

All pupils will have access to a phonics pack which they will use daily to support them with their learning.

Early Years should be rich in texts, words and sounds. Activities within provision that your child's teachers plan will allow for the children to apply what they have learned in different situations.

How will my child be taught phonics...in the Early Years?

This academy will ensure that every child has access to an excellent early years education through:

- High quality engaging literacy rich provision both indoors and outdoors
- A carefully designed and well-planned curriculum that allows sequential learning for all driven by high quality texts
- Skilled practitioners who know how to develop communication through interactions, modelled language
- Effective partnerships with parents
- Regular child centered assessment that informs planning and identifies next steps for all
- Well trained staff

Dragon Bake Off



How will my child be taught phonics...in KS1?

Pupils will continue to receive a discrete phonics lesson at least once a day.

They will use the same, familiar resources as they learn more complex sounds.

Pupils will be encouraged to apply the new sounds they learn in their reading and writing through carefully planned lessons and activities.

As children move through KS1, many will be reading longer and less familiar texts independently and with increasing fluency. **The shift from learning to read to reading to learn takes place** and children read for information and for pleasure.

As children find that they can decode words quickly and independently, they will read more and more so that the number of words they can read automatically builds up.

It is during year 2 that children develop the necessary skills to be ready for the next phase of their education in Key Stage Two.

How will my child be taught phonics ...in KS1?

Early Literacy is of the highest priority across EYFS and Key Stage One.

Due to the pandemic, Year One and Year Two children have missed the development of crucial skills and the important transitions from effortful decoders into emerging readers who are able to recognise word on sight and simultaneously comprehend them.

Teachers and leaders in this academy will prioritise:

- *Opportunities for planned, purposeful talk*
- *Discrete phonics teaching and purposeful application*
- *Reading to adults as often as possible*
- *Listening to stories, songs, poems and rhymes*
- *Ensuring a range of phonetically decodable texts are available to all pupils*
- *Access to high quality texts*



Key Terminology

You might hear your children using some of these words when they are talking about their learning with you...

Term:	Definition:
Phoneme	The smallest unit of sound e.g. /g/ or /ae/
Digraph	Two letters making one sound. A consonant digraph contains two consonants sh ck th ll
Trigraph	Three letters making one sound igh dge
Grapheme	A grapheme is a letter or group of letters that usually represents a single phoneme
GPC	This is short for Grapheme Phoneme Correspondence. Knowing a GPC means being able to match a phoneme to a grapheme and vice versa.
Blending	being able to recognise the letter sounds in a written word, for example c-u-p and merging or synthesising them in the order in which they are written to pronounce the word 'cup'
Segmenting	is identifying the individual sounds in a spoken word 'him' = h-I-m This the skill needed for spelling and writing words
Split Digraph	A digraph in which the two letters making the sound are not adjacent: make

Actions

Your child's teachers will use actions to help them to remember each new sound they learn.



Which sounds will my child learn and when?

These slides show the order of the sounds your children will learn and the 'tricky words' they will focus on that week.

Tricky words are those words which we encounter often in books but do not always follow the usual rules or they include more advanced sounds your child might not yet have been taught.

Phase 2

					'Tricky' Words
Week 1	/s/	/a/	/t/	/p/	the
Week 2	/i/	/n/	/m/	/d/	I
Week 3	/g/	/o/	/c/	/k/	go
Week 4	/ck/	/e/	/u/	/r/	no
Week 5	/h/	/b/	/f/	/l/	to
Week 6	/ff/	/ll/	/ss/		into

Phase 3

					'Tricky' Words
Week 1	/j/	/v/	/w/	/x/	be
Week 2	/x/	/y/	/z/	/zz/	he
Week 3	/qu/	/ch/	/sh/	/th/	she
Week 4	/ng/	/ai/	/ee/	/igh/	me
Week 5	/oa/	/ar/	/oo/	/oo/	we
Week 6	/or/	/ur/	/ow/	/oi/	you
Week 7	/ear/	/air/	/ure/	/er/	was

Phase 4

Phase 4 is the application of Phase 2 and Phase 3 phonemes within words and sentences of increasing complexity

E.g. CCVC, CVCC, CCVCC, CCCVC

Week	'Tricky' Words	
	Read	Spell
1	said, so, went, from	he, she, me, we, be
2	have, like, it's	was, you
3	some, come, there, help	they, are
4	when, what, children	my, her
5	were, little, one	all
6	do, out & multisyllabic words	

Phase 5

						'Tricky' Words
Week 1	/ay/	/ou/	/ie/	/ea/		people, said, so
Week 2		/oy/	/ir/	/ue/	/ue/	old, have, like
Week 3	/aw/	/wh/	/wh/	/ph/	/ew/	don't, by, Mr, Mrs, some, come
Week 4	/oe/	/au/	/ey/	/a-e/	/e-e/	looked, called, your, time, were,
Week 5	/i-e/	/o-e/	/u-e/	/u-e/	/zh/	very, asked, there

Followed by the teaching of alternative pronunciations

Week	'Tricky' Words
6	water, where
7	because, who, out, made, came,
8	again, different, one, make, here,
9	thought, any, saw, do
10	through, eyes, what, please
11	work, friends, want, little,
12	mouse, once, many
13	laughed, over
14	could, would, should