



## WGPS approach to Phonics and Spelling

Synthetic phonics has been proven to be the most effective approach to developing early reading proficiency and at Ward Green we believe this is the best way to introduce children to the joy of reading.

We follow Read Write Inc phoneme-led system that enables all children to make connections between the sounds they hear and the letters that represent these sounds. We have developed a consistent approach across the school based on the Read Write Inc. system but is adapted to suit the needs of our pupils.

Daily phonics sessions are introduced in FS1, with a focus on listening games and distinguishing between sounds. We understand that these skills are vital and should continue to be developed throughout KS1 and KS2. This skill develops children's abilities to listen to, make, explore and talk about sounds.

Phonics sessions follow the structure of accelerated learning cycle and use pupil led and collaborative activities to ensure children are active and engaged. Each session ends with a structured reflection (consolidation) task which allows children time to apply the taught knowledge and skills and explain the strategies they have used. It is expected that at least 2 phonemes will be introduced per week unless there are significant needs which have been identified and discussed in pupil progress meetings.

The process of introducing a new sound reflects the following structure;

- New sound is introduced visually
- Children are introduced to the phoneme and grapheme (using the letter formation rhyme)
- Children are taught to hear the phoneme as an initial letter sound or a sound within words (depending on group and sound being introduced)
- Children are taught how to use the phoneme to read words using GPC
- Children are taught how to use the grapheme to write words using GPC
- Children are taught to apply the knowledge of the new phoneme to support reading and writing along with other known phonemes.

Phonics continues into FS2 and Key Stage 1. Pupils are grouped according to individual needs in FS and KS1. Phonics is assessed in the last week of every half term to track progress and identify vulnerable pupils and groups are flexible to ensure individual needs are met. Using the sound and word assessment sheet children are levelled according to their ability. This is then reported and tracked on the school phonics tracker. In KS1, children are also assessed at school assessment points using previous phonics screening checks and the number of marks they get is reported. Children's ability to read and write are also recorded during phonic assessments. Phonics is taught as an intervention to those who require it as they move into KS2. To support phonic strategies being used throughout the curriculum there are consistent phonic displays in all classrooms.

As children build up their knowledge of sounds they are able to apply their decoding skills to any unfamiliar word may it be real or nonsense. During lessons children practice their decoding skills by sounding out the letters in 'Alien words'. Children are unable to rely on existing knowledge of real words, and instead have to use their grapheme-phoneme knowledge.

At WGPS we believe an understanding of technical language is important and should be modelled by those teaching phonics sessions. Children are introduced to and encouraged to use the correct terminology when discussing phonics.

Common language terms used throughout school include:

Phoneme	A phoneme is the smallest unit of sound.
Phoneme fingers	The process of modelling segmenting as a visual representation
Grapheme	A grapheme is a written symbol that represents a sound (phoneme). This can be a single letter, or could be a sequence of letters, such as ai, sh, igh, tch etc. So when a child says the sound /t/ this is a phoneme, but when they write the letter 't' this is a grapheme.
GPC	This is short for Grapheme Phoneme Correspondence. Knowing a GPC means being able to match a phoneme to a grapheme and vice versa.
Digraph	A single sound that is represented by two letters.
Trigraph	A single sound that is represented by three letters.
Split digraph	A digraph is two letters (two vowels or two consonants or a vowel and a consonant) which together make one sound (as in the words tail, boat, found or read). When a digraph is split by a consonant it becomes a split digraph.
Segmenting	This involves hearing a word, splitting it up into the phonemes that make it, using knowledge of GPCs to work out which graphemes represent those phonemes and then writing those graphemes down in the right order. This is the basis of spelling.
Blending	This involves looking at a written word, looking at each grapheme and using knowledge of GPCs to work out which phoneme each grapheme represents and then merging these phonemes together to make a word. This is the basis of reading.
Vowel	The alphabet is made up of 26 letters, 5 of which are vowels (a, e, i, o, u) and the rest of which are consonants. The letter 'y' makes a consonant sound when at the beginning of a word ('yacht', 'yellow') but a vowel sound when at the end of a word ('sunny', 'baby').
Consonant	The alphabet is made up of 26 letters, 5 of which are vowels (a, e, i, o, u) and the rest of which are consonants. The letter 'y' makes a consonant sound when at the beginning of a word ('yacht', 'yellow') but a vowel sound when at the end of a word ('sunny', 'baby').

Phoneme order

m	a	s	d	t	l	n	p	g	o
c	k	u	b	f	E	l	h	sh	r
j	v	y	w	th	Z	ch	qu	x	ng
nk	ay	ee	igh	ow	Oo	oo	ar	or	air
ir	ou	oy	a-e	ea	i-e	o-e	u-e	aw	are
ur	ow	oi	ai	e	Oa	ew	er	ire	ear
ure	au	ie							

Irregular words

Name:				Date of Assessment:			
<b>Irregular words from Read, Write Inc. reading books.</b>							
Red Ditty	I the no my of he	Purple	water into these was some baby paint going	Orange	what old come who wash above were don't	Blue	whole could there does through once here son anyone how other two mother one
Green	be said are some do all we to me go he she they now what ball I'll	Pink	So call her there want like I've be no washing call school goes	Yellow	saw watch love great down small were their brother were their I'm now	Grey	wear buy bought thought everyone father mother any talk would should could great worse caught another people yourself

Common exception words are taught in year 1 and year 2 and are assessed for both reading and writing at the formal school assessment points.

Common exception words- Year 1

the	a	do	To	today	of	said	says	are	Were
was	is	his	Has	I	You	your	they	be	He
me	she	we	No	go	so	by	my	here	There
where	love	come	Some	one	once	ask	friend	school	put
push	pull	full	House	our					

Common Exception words- Year 2

door	floor	poor	because	find	kind	mind	behind	child	children
wild	climb	most	only	both	old	cold	gold	hold	Told
every	everybody	even	great	break	steak	pretty	beautiful	after	fast
last	past	father	class	grass	pass	plant	path	bath	hour
move	prove	improve	sure	sugar	eye	could	should	would	Who
whole	any	many	clothes	busy	people	water	again	half	money
Mr	Mrs	parents	christmas						

Parents are invited to phonics training sessions when their child joins Foundation Stage and again when they join Year 1. These sessions are used to support parents in gaining knowledge and understanding of how phonics is taught so that they have the skills to support phonics and early reading and writing at home.

Throughout school we strive to encourage a rounded approach to reading where phonics skills are applied to increase fluency and improve comprehension. Our reading books are levelled to match the progression in phonics in order to offer children a range of fiction and non-fiction texts to challenge them at an appropriate level to ensure accelerated learning.

Our aims are that all children should use phonics as their primary strategy for decoding words in order to read and subsequently use this strong foundation and other strategies in order to develop a life-long love for reading.

For those children who have a secure knowledge of phonics and have an embedded ability to use this to support reading and writing we begin to introduce spelling strategies and patterns. The spelling patterns are introduced using a progressive structure which flows throughout school. Spelling is taught during literacy skills time and is taught through the use of pupil led and collaborative activities. Progress in spelling is tracked using cohort

SET 1		SET 2		SET 3	
Sound	Rhyme	Sound	Rhyme	Sound	Rhyme
<b>m</b>	Down Maisie then over the two mountains, Maisie, mountain, mountain.	<b>ay</b>	May I Play?	<b>ea</b>	Cup of tea
<b>a</b>	Round the apple, down the leaf.	<b>ee</b>	What can you see?	<b>oi</b>	Spoil the boy
<b>s</b>	Slide around the snake	<b>igh</b>	Fly high	<b>a-e</b>	Make a cake
<b>d</b>	Round the dinosaur's back, up his neck and down to his feet.	<b>ow</b>	Blow the snow	<b>i-e</b>	Nice smile
<b>t</b>	Down the tower, across the tower.	<b>oo</b>	Go at the zoo	<b>o-e</b>	Phone home
<b>i</b>	Down the insect's body, dot for the head.	<b>oo</b>	Look at a book	<b>u-e</b>	Huge brute
<b>n</b>	Down Nobby and over the net.	<b>ar</b>	Start the car	<b>aw</b>	Yawn at dawn
<b>p</b>	Down the plait, up and over the pirates face.	<b>or</b>	Shut the door	<b>are</b>	Care and share
<b>g</b>	Round the girl's face, down her hair and give her a curl.	<b>air</b>	That's not fair	<b>ur</b>	Nurse with a purse
<b>o</b>	All around the orange.	<b>ir</b>	Whirl and twirl	<b>er</b>	A better letter
<b>c</b>	Curly around the caterpillar.	<b>ou</b>	Shout it out	<b>ow</b>	Brown cow
<b>k</b>	Down the kangaroo's body, tail and leg.	<b>oy</b>	Toy for a boy	<b>ai</b>	Snail in the rain
<b>u</b>	Down and under the umbrella, up to the top and down to the puddle.			<b>oa</b>	Goat in a boat
<b>b</b>	Down the laces, over the toe and touch the heel.			<b>ew</b>	Chew and stew
<b>f</b>	Down the stem and draw the leaves.			<b>ire</b>	Fire fine
<b>e</b>	Slice into the egg, go over the top, then under the egg.			<b>ear</b>	Hear with your ear
<b>l</b>	Down the long leg			<b>ure</b>	Sure it's pure
<b>h</b>	Down the horse's head to the hooves and over his back.				
<b>sh</b>	Slither down the snake, then down the horse's head to the hooves and over his back.				
<b>r</b>	Down the robot's back, then up and curl.				
<b>j</b>	Down his body, curl and dot.				
<b>v</b>	Down a wing, up a wing.				
<b>y</b>	Down a horn, up a horn and under the yak's head.				
<b>w</b>	Down, up, down, up the worm.				
<b>th</b>	Down the tower, across the tower, then down the horse's head to the hooves and over his back.				
<b>z</b>	Zig-zag-zig, down the zip.				
<b>ch</b>	Curly around the caterpillar, then down the horse's head to the hooves and over his back.				
<b>qu</b>	Round the queen's head, up to her crown, down her hair and curl.				
<b>x</b>	Cross down the arm and leg and cross the other way.				
<b>ng</b>	A thing on a string.				
<b>nk</b>	I think I stink.				



# Phonics Planning

W/c

	Connection	Activation	Activity	Demo	Consolidation
Monday					
Tuesday					
Wednesday					
Thursday					

Friday					
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Planning Amendments/ Evaluation:	
Date:	Brief description of amendment:



# Assessment 1 individual record

Pupil .....

Date .....

Set 1 Sounds Groups A or B	i n c k u b f p g o e l h r j v y w z m a s d t x
Set 1 Sounds Group C	d-u-g ch-a-t t-e-n p-o-t t-i-n
Ditty Group	in am red bin yes
Red Group	ch ng nk qu sh th chip shop jump that  fas gip guk rab
Green Group	flat pink help thick  plut dimp criff slom up can got sit man get not and
Purple Group	with off thin will his them that have
Pink Group	ay ee igh ow oo oo tray creep sight blow  skay spoom smoll fleep lots black long this them went that stop
Orange Group	ar or air ir ou oy start horse stair house boy norg ouf firb stoy rest smell soft play feel stay which about
Yellow Group	dorp pight clow thoob hoy nair ploun gart thing right night sleep boy quick little think know smart
Blue Group	a-e ea i-e o-e u-e oi steab groit grafe stime doke vuke sneap shoop So Gretel sat on a stool... _____ words per minute (write the child's total here) _____ errors (keep a tally as the child reads)
Grey Group	ai oa aw ur er ear ure ew are ow joip zewn nair choag zaip frabe smipe smoke He reached up and put the jar of oil on the high shelf... _____ words per minute (write the child's total here) _____ errors (keep a tally as the child reads)
Literacy and Language Group Read Write Inc. Spelling	fleach torg strabe poisk sperk flide plude spove complained invisible operation tomorrow serious while remember beware enormous Once upon a time, there was a merchant who had three... _____ words per minute (write the child's total here) _____ errors (keep a tally as the child reads)

Name:

Date of Assessment:

**Irregular words from Read, Write Inc. reading books.**

Red Ditty	I the no my of he	Purple	water into these was some baby paint going	Orange	what old come who wash above were don't	Blue	whole could there does through once here son anyone how other two mother one
Green	be said are some do all we to me go he she they now what ball I'll	Pink	So call her there want like I've be no washing call school goes	Yellow	saw watch love great down small were their brother were their I'm now	Grey	wear buy bought thought everyone father mother any talk would should could great worse caught another people yourself

## Year 2 Common Exception Words

## Checklist

Name: \_\_\_\_\_

Word	R	W	Word	R	W	Word	R	W
door			even			sugar		
floor			great			eye		
poor			break			could		
because			steak			should		
find			pretty			would		
kind			beautiful			who		
mind			after			whole		
behind			fast			any		
child			last			many		
children			past			clothes		
wild			father			busy		
climb			class			people		
most			grass			water		
only			pass			again		
both			plant			half		
old			path			money		
cold			bath			Mr		
gold			hour			Mrs		
hold			move			parents		
told			prove			Christmas		
every			improve					
everybody			sure					

# Year 1 Common Exception Words

# Checklist

Name: \_\_\_\_\_

Word	R	W	Word	R	W	Word	R	W
the			you			where		
a			your			love		
do			they			come		
to			be			some		
today			he			one		
of			me			once		
said			she			ask		
says			we			friend		
are			no			school		
were			go			put		
was			so			push		
is			by			pull		
his			my			full		
has			here			house		
I			there			our		