



St Mary's First School Letters and Sound

Phonics Teaching for Mastery

KEY PRINCIPLES

- Ensure pupils keep up rather than catch up: the steady pace and progression deeply embeds knowledge and skills from the start.
- Early identification, good quality assessment and intervention for every child
- Develop essential literacy skills using a balanced approach that focuses equally on blending for reading, and segmenting for writing and spelling.
- Fair access to available resources and expertise
- Effective systems whereby all those with literacy difficulties are identified early and receive scientifically validated forms of educational intervention

MASTERY TEACHING

Instructional hierarchy:

- ✓ Acquisition: children are introduced to new skills, knowledge and concepts
- ✓ Meta-cognition: the children know why they are learning new skills
- ✓ Fluency: Children become fluent in their use of new skills, knowledge and concepts
- ✓ Maintenance: children can maintain their performance without further direct teaching
- ✓ Application: children apply their skills to a wide range of contexts

MEDIUM TERM PLANNING

EYFS

- Phase 2 St Mary's Letters and Sounds: The purpose of this phase is to teach at least 19 letters, and move children on from oral blending and segmentation to blending and segmenting with letters. By the end of the phase many children should be able to read some VC and CVC words and to spell them either using magnetic letters or by writing the letters on paper or on whiteboards. During the phase they will be introduced to reading two-syllable words and simple captions. They will also learn to read some high-frequency 'tricky' words: the, to, go, no
- Phase 3 St Mary's Letters and Sounds: The purpose of this phase is to teach another 25 graphemes, most of them comprising two letters (e.g. oa), so the children can represent each of about 42 phonemes by a grapheme (the additional phoneme /zh/ found in the word vision will be taught at Phase Five). Children also continue to practise CVC blending and segmentation in this phase and will apply their knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions. They will learn letter names during this phase, learn to read some more tricky words and also begin to learn to spell some of these words.
- Phase 4: The purpose of this phase is to consolidate children's knowledge of graphemes in reading and spelling words containing adjacent consonants and polysyllabic words. The teaching materials in this phase provide a selection of suitable words containing adjacent consonants. These words are for using in the activities – practising blending for reading and segmenting for spelling. This is not a list to be worked through slavishly but to be selected from as needed for an activity.

Year 1

- St Mary's Letters and Sounds Phase 5 teaching focusing on words containing each of the 40+ phonemes already taught
- common exception words
- the days of the week
- name the letters of the alphabet:
- naming the letters of the alphabet in order
- using letter names to distinguish between alternative spellings of the same sound
- add prefixes and suffixes:
- using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
- using the prefix un–
- using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- apply simple spelling rules and guidance, as listed in [English appendix 1](#)
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far

Year 2

Pupils should be taught to:

- spell by:
 - segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
 - learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones
 - learning to spell common exception words
 - learning to spell more words with contracted forms
 - learning the possessive apostrophe (singular) [for example, the girl's book]
 - distinguishing between homophones and near-homophones
- add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly
- apply spelling rules and guidance, as listed in the National Curriculum
- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far

Planning

Year 2 use medium term planning and resources from the “Twinkl” SPaG programme of study.

Year 3 and 4

Pupils should be taught to:

- use further prefixes and suffixes and understand how to add them -
- spell further homophones
- spell words that are often misspelt - s
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first 2 or 3 letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

Planning

Year 3 and 4 will use medium term planning and resources from the "Twinkl" SPAG programme of study.

ASSESSMENT/ TRACKING

- Formative assessment from lessons will happen inform teaches of changes to lesson progression
- Weekly spelling assessments will check spelling and reading of common exception or camera words
- Summative assessments will happen formally once a term during assessment weeks
- Pupils will have a Phonics Screening Check in Year 1 with a chance to retake the statutory check in Y2 for those who did not make the expected standard.

Organising Phonics Teaching for Mastery

Steps of Assessment through Teaching Framework		Practical Implications
Step One ASSESS	baseline literacy assessment	Ensure assessment includes a collation of the most recent: <ul style="list-style-type: none"> ● Standardised tests (Salford) ● Curriculum-based assessments (PIRA) ● Skill-based assessments (EPS Reading Accuracy)
Step Two PLAN	instructional content: Deciding what to teach	Organise whole class teaching so that: <ul style="list-style-type: none"> ● What is being taught is clear and is purposeful; ● Content is differentiated in line with all learning and language levels. Organise interventions so that: <ul style="list-style-type: none"> ● Accurate assessment has been completed to identify the areas of literacy that need targeting; ● The focus is on skills that are most useful and highly generalisable; ● Skills that are readily confused are separated; ● New skills are identified in order of priority and the most useful skills are taught first. Teach meta-cognitive skills so that: ● Children understand what is being taught and why ● Children can think and talk about their own learning and progress.
Step Three PLAN / DO	Instructional delivery: Deciding how to teach	Organise whole class teaching so that: <ul style="list-style-type: none"> ● Reasonable adjustments are in place to enable all students to access (read) and produce (write) the written word using alternative methods of reading and recording, as required. ● Whole class teaching is made explicit across the range of cognitive and linguistic skills through: <ul style="list-style-type: none"> ● Clear differentiation using relevant teaching aids; ● Modifying the demands of the task demand to match need; ● Direct instruction; ● Use of questioning and feedback. Organise specialist interventions so that: <ul style="list-style-type: none"> ● New skills are taught one at a time until they are mastered; ● All skills are taught to high levels of fluency (practice); ● New skills are taught directly and explicitly; ● Skills are taught consistently and in a range of contexts; ● Old and new learning are mixed ● Whole school use of “bouncy” letters for short vowel sounds and “stretchy letters” for long vowel sounds.
Step Four DO	Classroom organisation	Organise the learning environment so that: <ul style="list-style-type: none"> ● All teaching and support staff are trained in determining what to teach and how to teach it; ● Alternative methods for reading and recording are accessible; ● Students are grouped amongst peers with a range of skill levels; ● There are frequent opportunities for practice; ● Teaching assistants and peers are used to the greatest effect
Step Five REVIEW	Assess and evaluate learning	Ensure that the access to the curriculum is evaluated by assessing the effectiveness of the reasonable adjustments. Ensure that evaluation of interventions includes assessment of: <ul style="list-style-type: none"> ● Accuracy, fluency and generalisation ● New and old learning ● Principles and methods associated with Precision Teaching Ensure that children and young people are aware of their progress and the next steps in moving learning forward and support is given for building resilience in continuing to applying skills

Additional Notes:

- Daily practice (at least 30 minutes) to learn, practice and apply GPC and CEW for spelling through dictation of sounds, words and sentences.
- St Mary's letters and sounds resources will be used along with other resources E.g. practical hands on activities, Twinkl activities, phonics games, interactive games.
- **Whole Class teaching with Direct instruction:** I say (My turn), We Say (together), You say (your turn) from the teacher. All children of all abilities join in with whole class teaching.
- Teaching Assistant/s support lower children in making sure they are joining in with whole class Direction Instruction and asking children to answer in grammatically correct sentences.
- Phonemes are counted on fingers by adults and children.
- Letter names are used when spelling CEW (when they have been taught)
- Planning is provided for expected, exceeding and working towards expected based on the main class teaching.
- Independent tasks supported by the teaching assistant. Teacher to work with working towards expected children.
- Handwriting: Children will not be taught to start letters on the line in EYFS and will move to cursive in Year 1 when ready.

Dictation Progression

- Dictation will form part of daily phonics sessions from EYFS to Year 4
- The teacher will dictate the letter/word/phrase/sentence and the children will write it
- Direct instruction approach will be used to ensure the children retain the words
- Dictation can be on whiteboards or in books
- Dictations should include the key words (camera words) for the week/ half term
- Dictations sentences should be planned to ensure progression and coverage
- Children should mark and correct their work independently

Year Group	Progression
EYFS	<ul style="list-style-type: none"> • Letters or digraphs • One word containing the focus grapheme or camera word • Plurals • Phrases (the dog) • Simple sentences
Y1	<ul style="list-style-type: none"> • Letters or digraphs • One word containing the focus grapheme or camera word • Plurals • Simple sentences with adjectives • Sentences joined with coordinating conjunctions
Year 2	<ul style="list-style-type: none"> • Simple sentences with one or two adjectives • Sentences joined with coordinating conjunctions • Sentences with a subordinate conjunction
Year 3/4	<ul style="list-style-type: none"> • Simple sentences with expanded noun phrases • Sentences joined with coordinating and subordinate conjunctions • Y3/4 expected sentence types.

INTERVENTIONS

Educational Research

Accelerated Reading Programme (Staffordshire and Warwickshire EPS)

- Teaching less to greater effect: a little goes a long way.
- If we teach the first 100 common words this equates to 54% of written English.
- If we teach 60 of the most frequently occurring phonic skills, we have taught the majority of written English for the beginning reader. It is all about teaching what is most useful.
- We only teach single grapheme phoneme correspondence.
- For the remaining 5% of alternative pronunciations that has been not been taught, children will use their vocabulary knowledge to work out the word.

Key requisites for reading:

- Phonological skills (synthesis skills to blend to read)
- Sight vocabulary (100 words)
- Phonic skills (about 60 additional phonics skills)

Key Principles

- Early and regular assessment may show gaps in learning. (Salford Reading Age Assessment or Accelerated Reader Baseline assessment)
- Interventions should happen daily and be assessed weekly.
- Phonics interventions should happen during whole class English teaching or afternoon topic sessions.
- Children receive intervention after whole class teaching input (English or afternoon topic/ science/ art). If children cannot access the whole class teaching, intervention could happen at this time
- Reading books should match phonics phase. Intervention children would therefore have a different book band.

Types of intervention

- EYFS and Key Stage 1: Fisher Family Trust Wave 3 Literacy Intervention
- Key stage 1 and Key Stage 2: St Mary's Daily Phonics Intervention Packs (1:1 or 1:2) Oxford Reading Tree Rapid Phonics will be used to deliver intervention teaching.
- Key Stage 1 and 2: EPS Accelerated Reading

CPD

- At St Mary's First School, we ensure all new members of staff receive initial training in the delivery of phonics
- Regular refresher training will be provided at least once a year and new ideas and updates will be cascaded to staff in staff meetings or INSET training.

