

## Phonics and Early Reading at Burford – Key Stage One

### Year 1

Children attending Burford in Reception will have been taught phonics through the Floppy phonics programme. As the children leave Reception and enter Year 1 they will have been taught all of the single letter sounds and will have moved on to the introduction of digraphs and trigraphs.

Digraphs to have been taught are – **ck, ff, ll, le, ss, zz, qu, ch, sh, th, ng, ve, wh, nk, ai, ee, oa, oo (book), oo (zoo), ar, or.**

Trigraphs to have been taught are – **dge, cks, tch, igh**

The order of the sounds taught follow the order suggested in the Floppy Phonics Teaching Handbook 1. Throughout the year, consolidation weeks will be factored in, as and when children need these. The idea of sounds buttons will also have been introduced. Teachers will assess children regularly on the sounds taught and will provide quick interventions when necessary to ensure that children are leaving Reception with the sound knowledge needed to have a successful start in Year 1.

In Year 1, children will have a daily taught phonics session in the morning. This session will last approximately 30 minutes. An additional 10-minute recap session will be held every afternoon straight after lunchtime.

### Progression in Year 1 (Dependent on when the holidays fall)

#### Autumn 1 –

Week 1	Consolidation of previously taught sounds Assessment of previously taught sounds Baseline for where children are Interventions to be decided on *
Week 2	Consolidation of previously taught sounds
Week 3	Teaching of 'ur' and 'ow'
Week 4	Teaching of 'oi' and 'ear'
Week 5	Teaching of 'air' and 'er'
Week 6	Teaching of 'ue' and 'ue'
Week 7	Teaching of 'ure' and 'ture' & consolidation

\*Interventions to include daily flashcards, 1:1 sound recap, 1:1 reading of real and nonsense words, 1:1 reading.

#### Autumn 2 –

Week 1	Teaching of 'ai', 'ay' and 'oi', 'oy'
Week 2	Teaching of 'ee', 'ea' and 'igh', 'ie'
Week 3	Teaching of 'oa', 'ow' and 'ue', 'ew'
Week 4	Teaching of 'oo', 'ew' and 'ow', 'ou'
Week 5	Teaching of 'ur', 'ir' and 'or', 'aw'
Week 6	Assessment of sounds taught Consolidation of all previously taught sounds Interventions to be decided on for next half term
Week 7	Assessment of sounds taught

	Consolidation of all previously taught sounds Interventions to be decided on for next half term
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### **Spring 1 –**

Week 1	Teaching of 'ear' and 'eer'
Week 2	Teaching of 'air' and 'are'
Week 3	Teaching of 'a-e', 'o-e' *
Week 4	Teaching of 'i-e', 'e-e', u-e' *
Week 5	Teaching of 's' 'ce' and 'e' 'ea'
Week 6	Assessment of sounds taught Consolidation of all previously taught sounds Interventions to be decided on for next half term

\*Teaching of split diagraphs to be taught earlier than what is suggested in the Floppy Phonics Handbook 2. On reflection, we feel that the children need longer to be able to understand the concept of split diagraphs and by teaching these earlier we will enable the opportunity to fully embed this learning.

### **Spring 2 –**

Week 1	Consolidation of split sounds
Week 2	Teaching of 'u', 'o' and 'ed', 'ed'
Week 3	Teaching of ai alternatives (no eigh, ae)
Week 4	Teaching of ee alternatives
Week 5	Assessment of sounds taught Consolidation of all previously taught sounds Interventions to be decided on for next half term

### **Summer 1 –**

Week 1	Teaching of 'ph', 'gh' and 'kn'
Week 2	Teaching of igh alternatives
Week 3	Teaching of oa alternatives (no ough, eau)
Week 4	Teaching of j and le alternatives
Week 5	Teaching of yoo (no eu) and long oo (no ui, ou)
Week 6	Teaching of or (no our, ar) and ur (no ear, or, re, our) alternatives

### **Summer 2 –**

Week 1	Consolidation of all sounds
Week 2 – 8	Implementation, consolidation and practice of using taught sounds in spellings and writing

### **Typical phonics lesson – Day 1 and Day 2**

### **Day 1**

- \*Flash cards – recapping previously taught sounds.
- \*Highlight two sounds in particular – hide the sounds behind the teachers back and show children alternatively. Children to say the sounds as they are being shown.
- \*Recapping of reading words that contain these previously taught sounds – words to be written on an anchor chart. Real words (Autumn 1). From Autumn 2, a combination of real and nonsense words.
- \*Introduction of new sound/s. Back and forth – modelling of sound as children repeat the sound.
- \*Hide new sound in the pack of previously taught sounds – children to highlight when they have found the sound.
- \*Introduction of Floppy phonics page – quick discussion about the picture.
- \* Words on anchor chart to be read that contain newly taught sound. Children to highlight the special friend. Children to say the sounds. Children to read the word.
- \*Teacher to tell the children a word. Children to sound out the word using their fingers. How many sounds? Children and teacher to sound out the word together. Model writing the word if necessary. Modelled example taken away. Children to write the word.
- \* Teacher to say a sentence. Children to repeat sentence. Hold the sentence in their heads. Teacher to model write sentence with support from children. Teacher to take away the modelled sentence. Children to write dictated sentence.

### **Extension**

- Children to be given additional words.
- Children to be asked to write words into their own independent sentence.

### **Day 2**

- \*Flash cards – recapping previously taught sounds.
- \*Highlight two sounds in particular – hide the sounds behind the teachers back and show children alternatively. Children to say the sounds as they are being shown.
- \*Recapping of reading words that contain these previously taught sounds – words to be written on an anchor chart. Real words (Autumn 1). From Autumn 2, a combination of real and nonsense words.
- \*Introduction of new sound/s. Back and forth – modelling of sound as children repeat the sound.
- \*Hide new sound in the pack of previously taught sounds – children to highlight when they have found the sound.
- \*When alternative spellings of the same sound have been introduced – children to use grid to be able to identify correct spelling of sounds.
- \*Children to then complete Floppy phonics sheet that links to taught sound.

### **Extension**

- Children to be given additional words.
- Children to be asked to write words into own independent sentence.

## **Year 2**

In year 2 they follow the spelling shed programme to be able to teach the remaining phonics sounds and spelling patterns. Year 2 teach 3 lessons from spelling shed a week and focus on decoding, spelling and then using words in sentences. Year 2 also review one Floppy Phonics book a week, decided based on missing knowledge identified in assessments. Dictation is also focused on in this lesson. Assessments occur on entry into Year 2 and then once every term. If children are identified in having missed sounds, quick intervention will take place to support specific children in their learning.

Interventions will also be in place from the end of the year 1 year for any child who needs an additional year to attempt the phonics screening check.

Spellings are set weekly and tested once a week. These are a review opportunity as these will focus on rules that have been taught previously.

**Consistent phrasing to be used across EYFS & KS1**

- Sounds buttons – We will be using our sound buttons (dots for single sounds and dashes for digraphs, trigraphs and quadgraphs).
- If there is an 'e' at the end, find its friend.
- Digraphs, trigraphs, quadgraphs – these can be known as special friends.
- Find the special friend, say the sounds, read the word.