



Sneinton C of E - Phonics

Phonics curriculum, lesson structure, agreed actions, rhymes and terminology

We believe that all children have the potential to be brilliant readers and spellers and we have high aspirations for all our children. We want our children to develop a love of reading and a confidence at spelling which will serve them throughout their education and on into their adult lives.

Phonics is a crucial component to the way we teach reading and writing at Sneinton and helps build our pupils confidence and competence at using sounds and spellings. For this reason we ensure our teaching of phonics is excellent - highly effective, clearly structured and also full of fun and enjoyment.

We recognise that when teaching phonics we need to utilise all the available tools for learning in order for our children to learn most effectively and to overcome any barriers they may have- such as speech and language challenges, speaking English as a second language and learning disabilities like dyslexia.

For this reason we teach our phonics alongside a system of actions and rhymes to help children retain the sounds and letters in their long term memory and be able to recall and use them in other contexts. These rhymes and actions are used consistently through school so the children will develop their knowledge of letters and sounds as well as their ability to apply this knowledge to their reading and writing. We also use an agreed lesson structure, terminology and actions for the skills of phonics (such as blending and segmenting) so that children will develop these skills and transition smoothly from one phase to the next as they move through our school. We use Government approved scheme Rocket Phonics from Rising Stars to sequence and structure our phonics teaching.

Terminology and actions

Segmenting - <i>(The process of verbally stretching out the sounds in a word in order to write down the letters)</i>	'Sound it out' ACTION - tap along arm from shoulder to wrist
Blending - <i>The process of decoding letters as sounds and then blending them together in order to read a word. *Blending can be practised without decoding)</i>	'blend it' - ACTION –tap sounds along arm from shoulder to wrist then stroke shoulder to wrist to blend sounds faster.
Alien words	made up words used to practise letter recognition and blending
Phoneme	sound
Grapheme	letter
Digraph	two letters making one sound
Trigraph	three letters making one sound
Common exception word	a word that can't be decoded according to the rules that they have learnt at that point

Lesson Structure

Lessons follow a similar structure across year groups with adaptations to ensure teaching is appropriate and effective for each class.

Most weeks will look like –

Monday – Reading – a new sound is taught and children practice recognizing it and blending it in words.

Tuesday – writing – children are taught how to write the new grapheme and segment words with the sound in.

Wednesday - Reading – a new sound is taught and children practice recognizing it and blending it in words.

Thursday - children are taught how to write the new grapheme and segment words with the sound in.

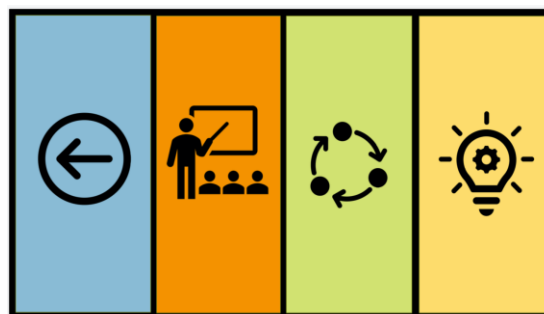
Friday – recap any prior learning if needed, practice common exception words, practice reading made up words.

The structure we use is -

	Lesson 1 – Blending (reading)
<u>5 mins</u>	<u>Revisit</u> Teacher could use Rocket Phonics materials or their own presentation or game / activity- on screen or physical. ‘Alien’ words or common exception words could be the focus. Needs to be fun and pacy and follow on from previous learning.
<u>10 mins</u>	<u>Teach</u> Introduce new sound and rhyme/ action. Show sound and model saying sound correctly.
	<u>Hook/ Book –</u> Use a prop or hook to get children’s attention and interest in the new sound
	<u>Teach-</u> Model reading word with new sound
<u>5 mins</u>	<u>Practise –</u> Read the second word with new sound, scaffold or model when necessary
<u>10 mins</u>	<u>Apply –</u> Give the children chance to try and read the third word independently on screen.
	<u>Apply –</u> - Give children each sentence/s on a printed sheet and felt pen for annotating. Extended sentence should be available to offer challenge - Find digraph and key words. - Give children chance to read independently and then read together as a class.
	<u>Apply –</u> later in the day or during the session children can complete the appropriate pages in practise book or other related writing/ reading activities

	Lesson 2 – Segmenting (writing)
<u>5 mins</u>	<u>Revisit –</u> Teacher could use Rocket Phonics materials or their own presentation or game / activity- on screen or physical. ‘Alien’ words or common exception words could be the focus. Needs to be fun and pacy and follow on from previous learning.
<u>10 mins</u>	<u>Teach –</u> - Remind children of new sound and rhyme/ action. - Model writing the grapheme. Children could sky write or write on white boards. - Using actual handwriting is preferable <u>Hook/ Book –</u> - Use a prop or hook to link in to get children’s attention and interest in the new sound <u>Teach-</u> - Model writing the first word
	<u>Practise –</u> write the second word together.
	<u>Apply –</u> Give the children chance to try and write the third word independently.
	<u>Apply –</u> Choose a sentence that contains the new sound at least once and possibly uses some of the common exception words being taught this week - Give children a sentence orally. Rehearse it orally together. - Give children chance to write independently, supporting individuals. (depending on the children needs you may occasionally want to model writing the whole or part of the sentence at this point but most lessons the aim is to encourage them to be independent writers.)
	<u>Apply –</u> later in the day or during the session children can complete the appropriate pages in practise book or other writing opportunities .

A presentation on the interactive screen is used to make the structure clear and the following symbols are used on slides to indicate which part of the lesson is in progress.



Scope and Sequence (Rocket Phonics)
Including Sneinton Rhymes and Actions

Week	Phoneme/ grapheme	Rhyme / action	Common exception words	Big Book
Foundation 2				
1.	s	Arm like a snake		Nip and Nap Explore Earth
	a	Holding an apple and taking a bite		
2.	t	Brush your teeth		
	i	Put the dot on the top		
3.	p	Sign for please		
	n	Touch nose		
4.	m	Mmm, rub tummy	I, the	
	d	Rock slowly, heavy hands on the floor - dinosaur		
5.	Consolidate s,a,t,l,p,n,m,d			
6.	g	Circle finger, water gurgling down the sink	Go, to	
	o	O shape with mouth		
7.	c	Stroking a cat	No, into	
	k	kick out one leg		
8.	ck	Pick up the chick	the	
9.	e	Elephant waving trunk		
10.	u	Point up with your finger	to	
	r	Rrr like a lion		
11.	consolidate g,o,c,k,ck,e,u,r			
12.	h	Huffing up a steep hill	I	
	b	Bouncing a ball		
13.	f	Fingers wiggle, put fire out with a hose	go	
	ff	Fingers wiggle, put fire out with a hose		
	l	Lick a lolly		
14.	ll	Lick a lolly	no	
	ss	The snake goes hiss		
15.	Recap double letters in 2 syllable words		into	Bedtime for Luna
16.	j	Wobble like a jelly, arms out	He, she	
	v	v sign with one hand		
17.	w	First finger wiggle like a worm	We, me	
	x	Cross your arms like X factor		
18.	y	Yo-yo up and down	Be, was	
	z	Use hands a wings for bees		
19.	zz	Use hands a wings for bees		
20.	s	(As a plural)	My, you	
21.	qu	Hands making a crown on head		
22.	Consolidate j,v,w,x		Her, they	
23.	Consolidate y, z, zz, s, qu		All, are	
24.	ch	Choo choo train – arms making circles like wheels	He	
25.	sh	Time to shush – fingers to lips	she	

26.	th (soft, unvoiced)	<i>I think I stink</i> - One finger to head		
27.	ng	<i>Thing on a string</i> - One finger on nose one finger circling down the drain	We, me	
28.	<i>consolidate ch, sh, th, ng</i>			
29.	ai	<i>Snail in the rain</i> - Fingers falling like rain	Be, was	
30	ee	<i>What can you see?</i> - Hand over eyes, looking	My, you	
31	igh	<i>Fly high</i> - Point upwards		
32	oa	<i>A goat in a boat</i> - Wave arm across like water		
33	oo	<i>Look at a book</i> – make binoculars with hands	Her, they	
34	oo	<i>Poo at the zoo</i> - Flap hand across face like something smells		
35	Consolidate ai, ee, igh, oa, oo, oo		All, are	

Week	Phoneme/ grapheme	Rhyme/ action	Common exception word focus	Big book
Year 1				
1	ar	<i>Start the car</i> – mime driving	Some,	Elvis the Farm cat
2.	or	<i>Blow the horn</i> – mime blowing horn	one, said	
3.	ur	<i>Nurse with a purse</i> - Hold the purse in a downwards pincer grip	Come, do, so	
	ow	<i>Brown cow</i> - Two fingers make horn like a cow		
4	oi	<i>Spoil the boy</i> – pass a present	Were, when	
	ear	<i>Hear with your ear</i> - Hand to the ear		
5	air	<i>It's not fair</i> – hold hands out	Have, there	
	ure	<i>Sure it's pure</i> - Make the OK sign with fingers		
6	er (schwa)	<i>Better letter</i> – post letter	Out, like	
7	Consolidate ar, or,ur,ow			
8	Consolidate oi, ear,air,ure,er,ar,or,ur		Little, what	
9	wh		Some, one, said	
	Ph	<i>Phone home</i> – mime phone to ear		
10	ay	<i>May I play</i> – throwing a ball	Come, do, so	
11	a-e	<i>Make a cake</i> - Pretend to mix in a bowl		
12	a	<i>Fry the bacon</i> – mime frying pan	Were, when	
13	e-e	<i>These please</i> – pointing		
14	ie	<i>The sneaky thief</i> – tiptoeing	Have, there	
	ea	<i>Cup of tea</i> – mime drinking tea		
15	Consolidate Wh, ph, ay, a-e		Out, like	
16	Consolidate a, e-e, ie, ea		Little what	

Week	Grapheme/ phoneme	Action / Rhyme	Common exception words	Big book
17	i	<i>Be kind</i> – hands on heart	Some, one, said	A Royal Banquet
	i-e	<i>Nice smile</i> -Draw a smile with your fingers		
18.	ie	<i>Spies eat pies</i> – mime eating	Come do so	
	y	<i>Please don't cry</i> – draw tears down cheeks		
19.	o-e	<i>Phone home</i> – hold phone to ear	Were when	
	oa	<i>A goat in a boat</i> - Wave arm across like water		
20.	oe	<i>Ouch my toe</i> - Hold your toe	Have there	
	o	<i>Ready, steady go!</i> – arms mime running		
21.	y		Out like	
	ey	<i>Turn the key</i> - Mime turning a key		
22.	Consolidate l,i-e,ie,y,o-e,		Little	
23	Consolidate oa,oe,o,y,ey		what	
24	u	<i>Ride the unicorn</i> – mime a unicorns horn	Oh their	
	u	<i>Push the button</i> – mime pushing a button with one finger		
25	u-e	<i>Huge brute</i> - Monster action	People	
	u-e	u-e with a y sound like in cube		
269	ue	<i>Sky is blue</i> – point upwards	Mr, mrs	
	ue (ue with a y sound like in statue)	<i>Freeze like a statue</i> – hold a statue pose		
27	ew	<i>Chew the stew</i> – spoon up the stew	Looked, called	
	ew (ew with a y sound like in news)	<i>Read the news</i> – mime opening a newspaper		
28	er	<i>Catch the germs</i> – catch a sneeze.	Asked, could	
	ir	<i>Whirl and twirl</i> - Spin around with hands up		
29	ou	<i>Shout it out</i> - Hold hands around mouth	Water, where	
	oy	<i>Toy for a boy</i> - Fly arms like aeroplane		
30	au	<i>Pass the sauce</i> - Hitting the sauce bottle	Who, again	
31	aw	<i>Yawn at dawn</i> - Stretch arms out in a circle		
32	Consolidate u, u ,u-e		Consolidate all key words	
33	Consolidate ue, ew, ew			
34	Consolidate er, ir, ou			
35	Consolidate oy, au, aw			

Year 2				
1	ou	shoulder	Thought, through	Adventures in fairy tale woods
	ou	soup		
2	oul	should		
	a	father		
	al	palm		
3	ear	Pearl	Many, laughed	
	or	World		
4	eer	Deer		
	ere	Here		
5	are	Square	Because, any	
	ear	Bear		
6	Consolidate ou, ou, oul, a			
7	Consolidate al, ear, or, eer			
8	Consolidate ere, are, ere, ear			
9	ere	There		
	al	Ball		
10	our	Four		Eyes, friends
	ore	Core		
11	oor	Door	Once, please	
	augh	Daughter		
12	c	Cell	Oh their	
	g	Giraffe		
13	ea	Bread	People	
	se	House		
14	Consolidate ere, al, our, ore, oor			
15	Consolidate augh, c, g, ea, se			
16	ce	Fence	Mr, mrs	
	ch	School		
17	ch	Chef	Looked, called	
	dge	Bridge		
18	ge	Package	Asked, could	
	o	Mother		
19	Consolidate c,g,ea,se,ce		Water, where	
20	Consolidate ch,ch,dge,ge,o			
21	le	bottle	Oh, their	Benji and the robot
	ed	mixed		
22	mb	comb	People	
	kn	knot		
23	gn	sign	Mr mrs	
	wr	writing		
24	tch	hatching	Looked, called	
	s	Treasure		
25	si	television		
	ge	collage		
26	Consolidate le,ed,mb,kn		Asked, could	
27	Consolidate gn,wr,tch		Water, where	
28	Consolidate s,si,ge			
29	ure	picture	Who, again	

	y	pyramid		
30	sc	scissors	Thought, through	
	st	whistle		
31	a	watch	Many, laughed	
	ti	station		
32	ci	Musician,	Because any	
	ssi	Percussion		
33	Consolidate ure, y		Eyes, friends	
34	Consolidate sc, st, a			
35	Consolidate ti, ci, ssi		Once please	