

## Phonics

Phonics is the teaching of letters and sounds so pupils can, say, write and spell different words. Not all students at Bleasdale school will be able to do this but they will experience the different stages and sounds, to broaden their experiences of sounds heard. They will be encouraged to make a range of different vocalisations as they take part in phonic sessions. Pupils up to the 14- 16 class will have daily 10-minute phonic sessions. This will be a whole class activity that is pitched at the appropriate needs of the class, then differentiated to meet the needs of individual students. Students in post 16 will focus on responding to environmental sounds in their sensory text sessions, as they prepare for transitioning into adult services. For all those students where it is appropriate they will have individual phonic sessions to work through the phases.

Phase 1 is the first stage of phonics, and lays the foundation for future phonics learning. The primary focus is on developing speaking and listening skills to enable children to become ready for developing oral blending and segmenting skills. Phase 1 is split into 7 aspects, though there is considerable overlap between these aspects. In this programme, aspects are introduced and practised in a carefully planned, non-linear manner so children are continually reintroduced to all the essential skills that make up the foundation of phonics learning.

These are arranged in seven aspects.

### **1: To discriminate sound - environmental sounds**

To develop awareness of sounds and rhythms.

To be aware of sounds all around them.

To distinguish between sounds and to remember patterns of sound.

### **2: To discriminate sound - instrumental sounds**

To experience and develop awareness of sounds made with instruments and noise makers.

To listen to and appreciate the difference between sounds made with instruments.

### **3. To discriminate sound - body percussion**

To develop awareness of sounds and rhythms.

To distinguish between sounds and to remember patterns of sound.

To make and respond to sounds made with different body parts.

### **4: Rhythm and rhyme**

To experience and appreciate rhythm and rhyme and to develop awareness of rhythm and rhyme in speech.

To increase awareness of words that rhyme and to develop knowledge about rhyme.

To be aware of rhyming words.

## **5. Alliteration**

To develop understanding of alliteration.

To explore how different sounds are articulated, and to extend understanding of alliteration.

To listen to sounds at the beginning of words and hear the differences between them.

## **6. Voice sounds**

To distinguish between the differences in vocal sounds, including oral blending and segmenting.

To explore speech sounds.

To listen to different sounds that we can make with our voices.

## **7: Oral blending and segmenting**

To develop oral blending and segmenting of sounds in words.

To listen to phonemes within words and to remember them in the order in which they occur.

To talk about the different phonemes that make up words.

Teachers will plan opportunities to listen carefully and talk extensively about what they hear, see and do. The activities will be appropriate for developing abilities, ages and interests.

Within each aspect above, there is three strands.

- Auditory discrimination - tuning-in to sounds
- Auditory memory and sequencing - listening and recalling sounds
- Developing vocabulary and language comprehension - talking about sounds

For those students who it is appropriate and have some awareness of letter sounds, they will have individual phonic sessions, starting at phase 2.

Phase 2:

Pupils

- Will be able to distinguish between speech sounds.
- Will be able to blend and segment words orally.

- Will also be able to recognise rhyming words.
- Will be taught the graphemes in different sets.
  - **Set 1:** s, a, t, p
  - **Set 2:** i, n, m, d
  - **Set 3:** g, o, c, k
  - **Set 4:** ck, e, u, r
  - **Set 5:** h, b, f, ff, l, ll, ss

### Phase 3

When children start phase 3, they will already know around 19 letters and be able to blend phonemes to read VC words and segment VC words to spell. All should be able to blend and segment CVC words orally and any will be able to read and spell CVC words. They will continue to learn graphemes.

- **Set 6:** j, v, w, x
- **Set 7:** y, z, zz, qu
- **Consonant digraphs:** ch, sh, th, ng
- **Vowel digraphs:** ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er

When students can blend and segment words, ie reach phase 3, they will be introduced to reading books.

Primary students will use the Jolly Phonics books and Ginn books

Secondary students will use the Twinkle books and Red Rocket books

14 - 16 & 16 - 19 students will use Moon Dogs series and focus on social signs.

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