

## Phonics at Brackensdale Primary School

- Phonics lessons follow the planned structure of **Re-cap**, **Teach**, **Practise**, **Apply**, **Assess**.
- **Re-cap**- Should be quick and pacy going through sounds already taught, with "I say you say", using Jolly Phonics actions. Make sure the children use **pure** sounds, saying them once rather than repeatedly. Re-caps can also include taught HFW or can focus in on 5 phonemes that the children are struggling with.

**Teach**- Teach the children a new phoneme demonstrating how to **join** the digraph/trigraph when writing it. Discuss words that have the new phoneme in. Can the children think of any? When teaching Phase 5, describe other variations of the sound e.g ai, ay and where this would normally be found in the word e.g ay usually comes at the end of a word. Model to the children how to **read** and **segment to spell** words containing the new phoneme, using **sound buttons** to reinforce learning. It is very important to model how to read and write **alien words** too.

**Practise**- Use flashcards to practise sounding out and blending to read words containing the new phoneme. Use **segmenting hands** and clap when you blend to read the words. Make sure you carefully segment to include every sound. When segmenting to spell, use segmenting hands first to sound talk the word or show what the sound buttons look like and ask the children to spell the word using those sound buttons. Make sure the children join digraphs/trigraphs when writing.

**Apply**- Get the children to read or write one of the captions, sentences or questions that contains previously taught phonemes and HFW. If spelling the sentence, give them the whole sentence to start with, then break it down into smaller chunks to help those who need it e.g. remember there are 5 words in the sentence. Has your sentence got all 5 words? Let's check!

**Assess**- make notes of any phonemes and/HFW that children are struggling with and practise them in re-caps.

**Terminology we use in phonics:**

phoneme	A unit of sound.
grapheme	A way of writing down a phoneme. Graphemes can be made up from 1 letter e.g. p, 2 letters e.g. sh, 3 letters e.g. tch or 4 letters e.g. ough.
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 grapheme that contains 2 letters that makes just one sound (phoneme).
trigraph	A grapheme that contains 3 letters that makes just one sound (phoneme).
oral blending	This involves hearing phonemes and being able to merge them together to make a word. Children need to develop this skill before they will be able to blend written words.
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.
oral segmenting	This is the act hearing a whole word and then splitting it up into the phonemes that make it. Children need to develop this skill before they will be able to segment words to spell them.
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.
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- Children will know the **letter names** and sounds.
- Children will know the **vowels** and know that they can make a **short** vowel sound e.g. 'a' in cat or a **long** vowel sound e.g. 'a' in acorn.
- Children will **write their words and sentences in their phonics journals, sitting at a table (Year 1 and 2).**