



Springdale Phonics



A comprehensive handbook to guide staff and stakeholders through the Springdale approach to planning, delivering, and assessing phonics.



Springdale Phonics is a fully comprehensive, synthetic phonics teaching programme designed to be used with children from Reception to Year 2. It is created specifically for our children, using our knowledge of best practice and the most up-to-date phonics guidance. The programme builds and develops the skills and understanding children need to become effective, independent readers and writers.

This document will outline our intent for the programme, the methods we have chosen to deliver and implement this effectively and the measures by which we assess and maintain a high impact.

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Phonics Journey at Springdale

At Springdale First School, we value reading as a key life skill, and are dedicated to enabling our pupils to become lifelong readers. To best prepare them for their reading journeys, we give a high priority to the teaching of phonics. In EYFS and Key Stage 1, we deliver daily, discrete sessions and ensure our learners understand why it is important to learn their letters and sounds. Reading is the key to our young learner's future and so we are relentless in ensuring they receive high quality phonics teaching.

1. Our Intent

1a. What is Synthetic Phonics?

Phonics is best understood as a body of knowledge and skills about how the alphabetic system works, and how to apply it in reading and spelling. It involves the skills of segmenting (breaking words up) and blending (putting them back together) and knowledge of the alphabet. Written language can be compared to a code, so knowing the sounds of individual letters and how those letters sound when they're combined will help children decode words as they read.

1b. A Systematic Approach

Our approach is a complete systematic synthetic phonics programme (SSP) developed by our school for our learners. Based on the original Letters and Sounds, but extensively revised to provide a full teaching programme meeting all the expectations of the National Curriculum into reading and preparing our children to go beyond the expectations of the Phonics Screening Check.

Our approach is progressive and sequentially planned, with letter sounds initially taught individually and then applied in words. This is a systematic programme that builds on reading and spelling skills. Phonics teaching focuses on two areas – **phonic knowledge** and **phonic skills**. **Phonic knowledge** is about children knowing which letters and combination of letters (graphemes) make which sounds (phonemes). **Phonics skills** are about teaching the children how to use their knowledge for reading (blending) and for writing (segmenting). Our approach teaches the sounds in an order which allows learners to quickly begin to put sounds together to read words. For example, many words can be created from the first set of taught letters SATPIN, whereas very few could be built using the initial letters of the alphabet ABCDE. Alongside our systematic approach, in the Early Reading years we use a programme called Jolly Phonics, which introduces a multi-sensory approach to learning, using memorable actions, stories and songs to support embedding new learning into children's long-term memory.

We teach phonics as the route to reading unknown words, before any subsequent comprehension strategies are applied. We encourage children to always apply their phonic knowledge and skills when approaching unfamiliar words, as opposed to using clues from pictures or context. The focus is on phonemes, and not on 'consonant clusters' (/s/+p/+l/ not /spl/) or 'onset and rime' (/c/+a/+t/ not c-at, m-at, b-at).



1c. A Consistent, Collaborative Effort

Synthetic phonics builds continuously on prior learning and is therefore implemented across our whole school to ensure maximum impact. By following one scheme as a whole school, we can establish a progressive, consistent phonics curriculum where children progress and succeed.

As part of this cohesive approach, it is vital that all stake holders (staff, pupils and parents) are using the same terminology and language when talking about phonics.

Parents and carers are invaluable allies in helping to support children's learning, especially if they understand and use the same techniques at home. We introduce our families to our phonics approach at the start of the Reception year, through our 'Phonics Evening' meeting. Parents then have further opportunity to join us for 'Fun with Phonics' sessions over the year, where they see phonics sessions in action. Parents are regularly updated with the sounds the children have been taught and provided with resources like sound mats and letter formation sheets, to further support their child at home (see appendices). Our 'Learn to Read' books provide more opportunities for our parents to be involved with their child's phonics journey, as they can see how the children are applying their taught skills independently.

2. Our Implementation

2a. Structure of a Phonics Lesson

Phonics is a specific, defined body of knowledge. Children learn this most effectively through direct teaching. Phonics is also powerful knowledge. It opens up the potential of reading and so much other learning, too. Children are at an advantage if they are taught phonics efficiently and as early as possible in their learning journey. Considering the young age of the children, regular short bursts of direct teaching are most effective. In Reception and Key Stage 1, sessions are taught daily. The lessons have pace and only last 20 minutes. Each session follows the same four-part structure of revisit, teach, practise and apply

Lesson Structure

Revisit

It is important to start every phonics session with a 'revisit'. This will enable the children to bring the Grapheme Phoneme Correspondences (GPCs) they have learned to the forefront of their memory. This will make it easier for them to automatically recall the words and set them up to succeed when they read. This part of the session is short and pacy. Our formative and summative assessments directly inform the focus of the 'revisit'.

Teach

A new GPC is taught and explicit teaching of how to blend and segment the grapheme in phase appropriate words takes place.

Practise

A scaffolded opportunity to practise blending and/or segmenting words containing the new grapheme. This part is explicitly modelled by the teacher.

Apply

Learners work with increased independence to read or write a caption or sentence using one or more tricky words and words containing the new graphemes. Children who have been assessed by the teacher, as not being secure in the new learning will continue to work with an adult to practise the new grapheme in a more scaffolded way. Once the adult assesses that they are secure, they will move on to working on an independent learning task.

Direct teaching sessions involve a routine so that teachers and children get to know what is coming next and minimum time is spent explaining new activities. From our research on 'cognitive load', we know that there is a limit to how much information our working memory can hold at once. Instructional methods should therefore avoid overloading it with additional activities that don't directly link to learning (Sweller). Teaching and learning activities are therefore planned to be interesting and engaging but firmly focused on intensifying the learning associated with the phonic goal.

2b. Our Approach to Blending and Segmenting

What is Blending?

Blending is the key skill in the development of word reading.

Blending is the process of saying each individual phoneme that appears in a written word, then running the phonemes together to hear and say the word. To ensure accurate blending, pure sounds (no schwas) must be used. Children need to be secure in their GPCs to be able to blend effectively.

Springdale Phonics teaches children to add sound buttons to words, to support them in decoding unfamiliar words. When you touch the sound button you then practice saying the sound aloud. Sound lines are drawn under digraphs and trigraphs to support children in seeing them as making one unit of sound.

s u n → sun
• • •
f l a g → flag
• • • •
g o a t → goat
• — •
b e d r o o m → bedroom
• • • — •
f l i g h t → flight
• • — •

Whilst we advocate using sound buttons for unfamiliar words, we encourage children to build up their fluency by reading words with more automaticity, avoiding using sound buttons for words they can decode in their heads or by sight.

Developing Fluency

As children acquire their graphemes and apply them in blending words, they naturally sound words out aloud. We know that the first step in learning to read is to use our knowledge of phonics and combine it with our phonemic skills to sound out words. For children to move from decoding to understanding what they have read, they need to read with increasing fluency.

For children to become fluent readers they need to have a strong and automatic knowledge of the grapheme-phoneme correspondence. Once children have mastered enough GPCs they can begin practising their skill of blending. Teaching of phonemic skills is explicit and intentional, with careful planning going into developing fluency. Children are encouraged to move on from sounding out loud to sounding out words in their heads. To support the transition from sounding out loud to internally, the following sequence can be implemented.



Fluent readers are accurate, read with increased speed and use expression.

Fluent readers blend in their heads!

How do we become fluent readers?



Sound it out aloud



Whisper it



Sound it out in your head

Children who are struggling to blend as they cannot hear all the sounds in words or recall their order, will need to work at the 'Sounding Out loud' level. When the children are increasingly accurate and confident with their blending they progress to 'Whisper Reading' and then 'Sounding Out In Their Head'.

Moving students on from sounding out to reading fluently can be challenging. Reducing the amount of material the children are expected to read and focusing on building strong GPC and phonemic skills will support the students to reach this goal faster

What is Segmenting?

Segmenting is the key skill in development of word writing.

Segmenting is the process of breaking down a word into individual phonemes in order to correctly spell the word. Children listen to, and identify, the phonemes in words and then choose the correct grapheme or graphemes to represent them.

Springdale Phonics supports children's segmenting by initially using phoneme frames to help children to break down words into their individual phonemes. Adjacent consonants, such as 'br' 'st' or 'cl' can be segmented into their separate letter sounds as both sounds can be heard individually.

c	a	t
---	---	---

l	igh	t
---	-----	---

f	l	oa	t
---	---	----	---

Children are taught to segment the sounds in words by using their 'phoneme fingers'. The learners are encouraged to say, and repeat, the word aloud and then use their fingers (on their non-writing hand) to track the number of phonemes in the word, starting with their thumb. The children will orally segment the word and use each finger to represent the phonemes. This then supports the learners to write the corresponding graphemes in order.



Dictation

Dictation is a vital part of learning to write and so we ensure every phonics session focusing on segmenting includes practise of this skill. During the application part of the lesson, children write simple, phase appropriate, dictated sentences that include graphemes and words taught so far. This gives children the opportunity to practise and apply their spelling, without their having to think about what it is they want to say. During English sessions, the children are given tasks that develop their composition skills and promote further independence in the writing process, as they are responsible for generating their own ideas.

During phonics, we develop children's automaticity and fluency in the skills of segmenting and blending. Dictation allows the focus to remain on the skill of encoding, removing any barriers of generating ideas. This allows the children to develop their confidence and increase their fluency in spelling. With plenty of practice in writing from dictation, children find it easier to write independently. Then they can begin to write down their ideas.

Expecting children to write at length early on results in cognitive overload and can damage their motivation to write, both at this stage and later. In the Early Years, tasks are therefore heavily based on dictation during the phonics session and in the subsequent Literacy session. Opportunities to develop creativity and autonomy are built in through the planned provision and daily routines.



2c. Programme Overview

Our phonics progression is a detailed and systematic programme for teaching phonic skills for children starting school in the year they turn five, with the aim of them becoming fluent readers by age seven. It is made up of 6 overlapping phases.

EYFS

Phase 1

When children enter Foundation Stage, we aim to immerse them in a language rich culture full of stories, rhymes and letter sounds. They will start in Autumn Term by continuing work on Phase 1 in order to build upon the work which they will have carried out in nursery and pre-school. This phase concentrates on developing children's speaking and listening skills, with an emphasis on getting children attuned to the sounds around them and developing their oral blending and segmenting skills.

Although, no letter sounds are taught within this phase it is crucial to future success in acquiring letters and sounds and consequently being able to read.

There are seven aspects within phase 1:

1. General sound discrimination – environmental sounds
2. General sound discrimination - instrumental sounds
3. General sound discrimination – body percussion
4. Rhythm and rhyme
5. Alliteration
6. Voice sounds
7. Oral blending and segmenting

Children who can listen and identify initial, medial and final sounds will be able to successfully blend the sounds to read words.

Phase 2

Alongside Phase 1, the EYFS children will learn the first 19 letter sounds from Phase 2 in manageable groups. They will move on from oral blending and segmentation to blending and segmenting with letters.

Discrete, daily phonics sessions take place promptly from the children starting school in Reception. We aim to have taught all phase 2 content by October half term, with many children being able to read some vowel-consonant (VC) words (eg. it in is at) and some consonant-vowel-consonant (CVC) words (eg cat dog pin). We aim for them to spell them either using magnetic letters or by writing the letters on paper or on whiteboards. During this phase they will be introduced to reading two-syllable words and simple captions. Children will also practise reading words with double consonants and will learn to read some common exception 'tricky' words.



Phase 2	Set 1	Set 2	Set 3	Set 4	Set 5	Set 6
	s, a, t, p	i, n, m, d	g, o, c, k	ck, e, u, r	h, b, f, ff	l, ll, ss
Tricky words introduced to read (from Letters and Sounds)	the, to, I, no, go, is, into, of					
Additional Tricky Words to match Learn to Read Books PINK	a, as, his, has					

Phase 3

Phase 3 teaches another 29 graphemes, most of them comprising two letters (e.g. oa) referred to as digraphs. The children will represent each of about 42 phonemes by a grapheme. 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 begin to learn to spell some of these words. At Springdale, we aim to have taught phase 3 by February half term of Reception.

Within this phase, children are taught to join digraphs in line with our handwriting scheme. This supports the children in identifying the letters that make one sound.

Phase 3	Set 6	Set 7	Consonant digraphs	Consonant digraphs	Vowel digraphs	Vowel digraphs	Vowel di/trigraphs	Vowel trigraphs
	j, v, w, x	y, z, zz, qu	ch, sh, th th	ng nk ai ee	igh oa oo oo ,	ar or ur ow	oi ear air, ure	er
Tricky words introduced to read (from Letters and Sounds)	he, she, we, me, be, was, you, they, all, are, my,							
Additional Tricky Words to match Learn to Read Books RED	put, pull, push, puts, pulls							
Tricky words introduced to write	the, to, I, no, go, a, is, his, has, as, into							

Phase 4

In Phase 4, no new graphemes are introduced. The main aim of this phase is to consolidate the children's knowledge and to help them learn to read and spell longer words which have adjacent consonants, such as 'trap', 'string' and 'milk'. Whilst we expose the children to more cvcc, ccvc, cccvc words the focus is on phonemes, and not on teaching to read them as 'consonant clusters' (/s/+p/+l/ not /spl/). They will also practise reading and writing polysyllabic words (words consisting of 1 or more syllables eg. bedroom). A number of new tricky words are introduced within this phase:

Phase 4	
Tricky words introduced to read (from Letters and Sounds and Year 1 Common Exception Words)	said, have, like, so, do, some, come, were, there, little, one, when, out, what
Additional Tricky Words to match Learn to Read Books YELLOW and BLUE	ask, by, house, here, your, love, our, ago, become, school, asks, full
Tricky words introduced to write	he, she, we, me, be, was, you, they, all, are, my, put, pull, push, of

By the end of Reception, we aim for all children to be working securely in Phase 3 and the majority working within Phase 4.

Year 1

The children in Year 1 continue with daily phonics practice, following the Letters and Sounds programme. They spend part of Autumn 1 consolidating phase 4 and then move on to phase 5.

Phase 5 is made up of 3 parts which cover the whole of the Year 1.

Phase 5 - PART A

First, they will spend 4 weeks learning the following new graphemes for reading

<u>ay</u> (as in day)	<u>oy</u> (as in boy)	<u>wh</u> (as in when)	<u>a-e</u> (as in came)
<u>ou</u> (as in out)	<u>ir</u> (as in girl)	<u>ph</u> (as in Phil)	<u>e-e</u> (as in these)
<u>ie</u> (as in tie)	<u>ue</u> (as in clue)	<u>ew</u> (as in stew)	<u>i-e</u> (as in like)
<u>ea</u> (as in sea)	<u>aw</u> (as in saw)	<u>oe</u> (as in toe)	<u>o-e</u> (as in bone)
		<u>au</u> (as in Paul)	<u>u-e</u> (as in June)
Tricky words introduced to read (from Letters and Sounds and Year 1 Common Exception Words)	oh, their, people, Mr, Mrs, could		

Additional Tricky Words to match Learn to Read Books GREEN	these, once, we're, also, friend, liked
Tricky Words to write	said, have, like, so, do, some, come, were, there, little, one, when, out, what, asks, by, house, here, your, love, our, ago, become, school, full

Within this phase, children are taught to join digraphs in line with our handwriting scheme. This supports the children in identifying the letters that make one sound.

Phase 5 - PART B

After acquiring the phase 5 graphemes for reading the children will spend 3 weeks learning alternative pronunciations for known graphemes. The focus during their phonics sessions will be on blending the new alternate pronunciations.

i (as in fin and find)	ow (as in cow and blow)	y (as in yes , by and very)
o (as in hot and cold)	ie (as in tie and field)	ch (as in chin , school and chef)
c (as in cat and cent)	ea (as in eat and bread)	ou (as in out , shoulder , could and you)
g (as in got and giant)	er (as in farmer and her)	
u (as in but and put)	a (as in hat and what)	
Tricky words introduced to read (from Letters and Sounds and Year 1 Common Exception Words)	where	
Additional Tricky Words to match Learn to Read Books ORANGE and TURQUOISE	because, water, says, break, many, shoe, who, half, move, eye, great, any, whole, eyes, beautiful, prove, pretty door, poor, great, improve, hour, half, busy, anything, waterfall, seawater, parents	
Tricky Words to write	oh, their, people, Mr, Mrs, asked, these, liked, friend, pulled, once, we're, also, today,	

Phase 5 - PART C

Part C involves the recognition and recall of taught graphemes and alternate pronunciations they have learnt. After, the children will learn the alternative spellings for the sounds they know and begin to look at common spelling patterns. This part will take 23 weeks to cover.

Alternative Spelling For Phonemes

<i>/c/</i>	<i>/ch/</i>	<i>/f/</i>	<i>/j/</i>	<i>/m/</i>	<i>/n/</i>	<i>/ng/</i>	<i>/r/</i>	<i>/s/</i>	<i>/sh/</i>	<i>/v/</i>	<i>/w/</i>
k	tch	ph	g	mb	kn	n(k)	wr	c	ch	ve	wh
ck			dge		gn			sc	t(ion)		
qu									ss(ion, ure)		
x									s(ion, ure)		
ch									c(ion, ious, ial)		

<i>/e/</i>	<i>/i/</i>	<i>/o/</i>	<i>/u/</i>	<i>/ai/</i>	<i>/ee/</i>	<i>/igh/</i>	<i>/oa/</i>	<i>/oo/</i>	<i>/oo/</i>
ea	y	(w)a	o	ay	ea	y	ow	ew	u
	ey			a-e	e-e	ie	oe	ue	oul
				eigh	ie	i-e	o-e	ui	o
				ey	y		o	ou	
				ei	ey				
					eo				

<i>/ar/</i>	<i>/or/</i>	<i>/ur/</i>	<i>/ow/</i>	<i>/oi/</i>	<i>/ear/</i>	<i>/air/</i>	<i>/ure/</i>	<i>/er/</i>
a	aw	ir	ou	oy	ere	are	our	our
	au	er			eer	ear		e
	al	ear						u
	our							

New Phoneme

<i>/zh/</i>
vision

All children complete the national Phonics Screening in Year 1 during a specified week in June. Any children who did not take the test or did not pass the test in Year 1 will retake it again in Year 2.

Year 2

Phase 6

The children in Year 2 continue to teach discrete, daily phonics sessions, with the main focus being on supporting children's spelling strategies. At the beginning of the year, they spend the Autumn term revisiting phase 5 and then move on to phase 6, spending a day on blending to read and a day on segmenting to spell. Children will continue to be taught the many different rules for spelling plurals and adding prefixes and suffixes to words.

Year 2 Spelling Curriculum	ge / dge / g (as in bad ge, g iant)	ce / ci / cy (as in ic e, city, fancy)	kn / gn (as in kn ight, gn aw)	le / el / il (as in pudd le, tunn el, pencil)
	al / all (as in ball , walk)	y (as in dry)	wa / qua (as in wat ch, squash)	wor (as in work)
	war (as in warm)	s (as in televis ion)	-tion (as in stat ion)	

They are taught to understand the need for alternative spellings of words in certain situations.

Suffixes	Meaning	Example
-ed	in the past/past tense	walked, climbed
-s/-es	more than one	pencils, boxes
-ing	doing something	singing, running
-ly	how something is done	quietly, angrily
-less	without	fearless, hopeless
-ful	full of	colourful, beautiful
-ness	state or condition	happiness, sadness
-ment	in the action of	movement, enjoyment
-er	more	lower, luckier
-est	most	lowest, luckiest

Many words do not change when a suffix is added, but others do:

- Words that end with short vowel sound + consonant — double the last letter before adding suffixes that begin with a vowel such as -ed, -ing and -est, e.g. fit – fitter – fittest bat – batted – batting
- Don't double the last letter if the suffix begins with a consonant, e.g. bat – bats fit – fitness
- Words that end with consonant + 'y' — the 'y' becomes 'i' or 'ie' before the suffix is added, e.g. puppy – puppies, happy – happiness, lucky – luckier – luckiest, fry – fried
- Words that end with vowel + y do not change, e.g. monkey – monkeys enjoy – enjoying
- Words that end with x, zz, ch, tch, sh — add -es to make a plural, e.g. fox – foxes wish – wishes

Children will also be taught to:

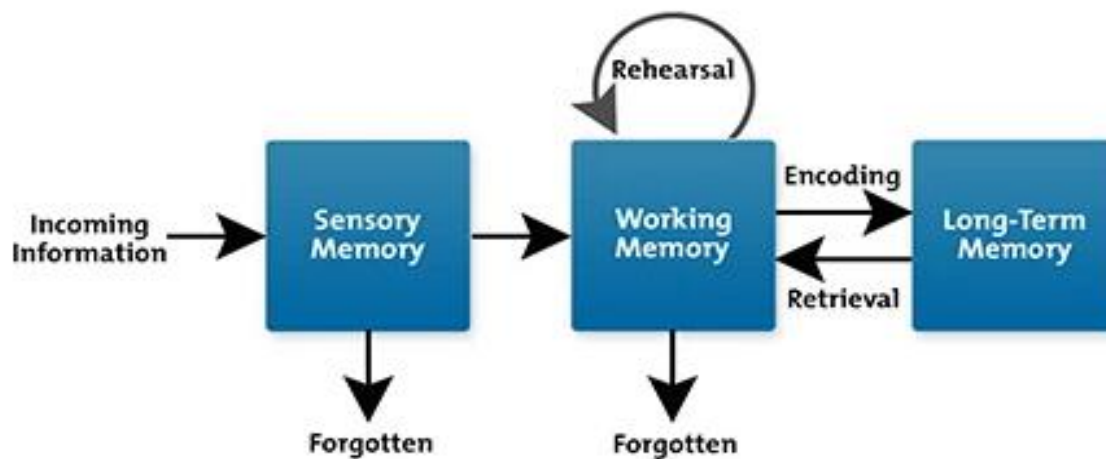
- learn to spell common exception words
- learn to spell more words with contracted forms (eg, can't, isn't)
- learn the possessive apostrophe for singular nouns (eg, Tom's)
- spell homophones and near-homophones (eg, pear and pair)

2d. Making It Stick

Ensuring Pace and Embedding Phonics into Long Term Memory

Children need to learn to read as quickly as reasonably possible, so they can move from learning to read to reading to learn. Their progress must include reaching national standards by the required times, for example in the Phonics Screening check. This means they will need to successfully cover the full phonic progression over the timespan outlined above. The pace of learning therefore needs to reflect this. However, this needs to be balanced by our understanding of 'cognitive load' and knowledge that children do not cope well if they have to learn too many new things at the same time. Pace of learning is therefore focused on spacing out new knowledge to avoid overload, and to allow time for repetition and consolidation, so that learning becomes fully embedded in long-term memory.

Figure 1: Information Processing Model



Adapted from Atkinson, R.C. and Shiffrin, R.M. (1968). 'Human memory: A Proposed System and its Control Processes'. In Spence, K.W. and Spence, J.T. *The psychology of learning and motivation*, (Volume 2). New York: Academic Press. pp. 89–195.

Pace and Depth

Whilst introducing new content in Phase 2 and 3, we aim to teach four new grapheme-phoneme correspondences (GPCs) a week to ensure the children are exposed to the letter sounds at pace. We understand that developmentally children learn the skill of reading before writing. In the Autumn term of Reception, our independent application activities, allow the children to practise the skills of recognising graphemes, writing them and blending them in CVC words. Within our separate Literacy sessions, the skill of segmenting is prioritised.

Our experience shows that in the Autumn term of Reception, children benefit from working in smaller groups with an adult so that any early misconceptions in the writing process can be addressed. Children initially practise segmenting through sound dictation and move on to segmenting cvc words. When the children move on to Phase 4 content, independent segmenting activities are planned within the phonics session, for the children that are developmentally ready. Children move on to writing dictated words and sentences. Teachers consistently model segmenting through daily practise and provision.



In the Spring Term of Reception, after covering all the new GPCs, teaching focuses on revisiting two Phase 3 graphemes a week. This allows the learners further opportunity to apply and embed the graphemes and secure them in their long-term memory. The children spend a day on blending to read the focus phoneme and the following day on segmenting to spell it and write it in dictated sentences. Sentence dictation is a further way that we reduce cognitive overload and prioritise the acquisition of the focus learning. By removing the barrier of generating ideas to write, the children can focus on practising and applying their phonic skills. They are then more successful in recalling the key spelling learning.

Year 1 follows the same format, when acquiring the new alternate graphemes and pronunciations for Phase 5, Part A and B, they cover four graphemes per week at pace. On completion of Part A and B, the children are exposed to Part C, which focuses on consolidating the previous parts. To better explore these graphemes, the coverage is slowed to allow deeper application. Two graphemes are then focused on per week, with a day on blending and a day on segmenting.

The pace allows for full coverage of all aspects of the progression, in a cumulative way, without adding too many elements of new learning at any one time. It also allows for significant periods of practise, consolidation, and revision. Repeated, spaced practise is by far the most effective way of transferring knowledge from short- to long-term memory. We offer repeated practise at the point of learning and return to practise the same elements again as outlined above.

2e. Common Exception Words - Tricky words

As the learners develop their skills of blending (putting sounds together to read) and segmenting (breaking words down to spell them), the children are also taught 'tricky words' - words that cannot be sounded out, such as 'was' or 'me'. Common exception (or 'tricky') words are those that include grapheme-phoneme correspondences (GPCs) that are an exception to those children have been taught. They include correspondences that are unusual and those that will be taught later in the programme (such as 'said' and 'me'). We teach children to read and then spell the most common exception words, noting the part of a word that makes it an exception word. These words are taught gradually in correspondence to the phonics phase the children are learning. These words are mapped out against the 'Learn to Read' books, to ensure that children only read books that have tricky words in that they have acquired.

Taming Tricky Words

To support the learning of the tricky words, we use a multi-sensory approach called 'Taming Tricky Words'. This is a word association strategy that helps children develop their recognition of common exception words. Knowledge of these essential function words builds fluency and ultimately helps develop prediction of other words. Children acquire language best when it is tangible, and they have a mental image of the word eg. dog, cat, Mum, Dad are words children learn early on as the association is straight forward. Word association helps children attach a mental image to an abstract word, through a carefully selected sentence. This association gives children a strategy for thinking the word through. The technique helps children to build and retain an effective vocabulary of tricky words.

In the Early Years, tricky word sessions are taught discretely at the start of the week. Targeted words are then revisited, and applied, during the week's phonics sessions. Whilst we aim to build the children's retrieval through this visual and auditory approach, we prioritise teaching what makes that word an exception word to further support with their reading and spelling.

During tricky word sessions, the target word is introduced and contextualised within a sentence to support the children's understanding. Further investigation allows the children to spot any familiar graphemes (eg. there is an 's' and 'd' in said). The 'tricky' part of the word is then identified with discussion on which letters aren't making the expected GPC.

Example:

	the	We only have one moon. It's called THE moon. THE moon.
------------------------------------------------------------------------------------	------------	----------------------------------------------------------------------------

	to	I am going TO a party. We are going TO eat Birthday cake. We are going TO play games.
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*Tricky words are capitalised within the accompanying sentence to encourage adults to emphasise the word when reading aloud. For children in EYFS and Year 1 (who the programme is aimed at) there is no expectation that they will be able to read the 'stories'. They are an auditory link to help them contextualise the new word.

Rainbow Words

To support the children's acquisition of tricky words, we have chunked them up into manageable, phase appropriate sets. Each set is made up of a mixture of decodable words (words that can be sounded out) and tricky/exception words. The sets are coloured (to link with the Rainbow). These are shared with parents and carers so they can consolidate learning them outside of school as well. When the children have successfully acquired their current set, they receive a reward and their next set. In Reception, the children focus on learning their 'Rainbow Words' which are composed of the Phase 2, 3 and 4 tricky words. 'Over The Rainbow Words' are introduced to children who have secured their previous phase appropriate words and are ready to acquire the Phase 5 and Year 1 common exception words.



2f. Learn to Read

Reading and early phonics are instrumental and work closely together to ensure our children develop secure reading skills. We ensure our books are fully decodable and are given to the children at the correct phase of phonics they are working at. This means that they are composed almost entirely of words made up of grapheme-phoneme correspondences that a child has learned up to that point. Practising with such decodable texts will help to make sure children experience success and learn to rely on phonic strategies.

Our 'Learn to Read' books are a collection of fiction and non-fiction books that closely match the phonic attainment of our learners. They are sorted into coloured bands which follow the phonic phases outlined in our progression. Staff choose a book for individual learners based on their phonic attainment. The book is then read in school with an adult and then taken home to be read again for consolidation and to develop fluency. Learners are therefore only taking home books that they are confident reading. In EYFS and KS1 these books are largely made up of 'Big Cat Phonics' books whereas further up the school a selection of 'Oxford Reading Tree Project X' books are used.

Book Band Expectations

This grid is for teachers to make an assessment on a child's level of attainment for their reading. Each reading level is aligned with our phonics programme as children should be reading books that match the phonics phase that they are secure in.

When judging a child's reading attainment, it is important to consider the following points:

- Speed and fluency: Reading speed is important in order for children to understand what they have read. If they are using their working memory to decode too many words, then this hinders their comprehension and understanding of what they are reading. Teacher assess whether children are reading confidently at the appropriate speeds without any covert sounding out (wpm)
- Comprehension – Adults consider whether children are able to answer a range of VIPERS questions about the text they have read.

	Lilac	Pink A	Pink B	Red A	Red B	Yellow	Blue	Green	Orange	Turquoise	Purple	Gold	White	Lime	Brown	Brown *	Brown **	Grey	Grey *	Grey **	Dark Blue	Dark Pink		
Rec		Au	Au	Spr	Su	Exceeding																		
1					Au	Spr		Sum		Exceeding														
2										Au	Spr	Sum		Exceeding										
3													Au	Spr	Sum		Exceeding							
4																Au	Spr	Sum		Exceeding				

3. Measuring the Impact

3a. Assessing Springdale Phonics

As with all teaching, the adults continually assess the learners through their formative assessments. Throughout the session, adults check who is secure in the new learning. Those who are not secure are then selected to work with an adult during the application part of the lesson. This gives our learners a further opportunity to practise the new phoneme in a scaffolded way. In EYFS and Year 1, children are not grouped by attainment. We feel this can limit their opportunities to access learning tasks and ultimately prevent them from achieving their potential. To ensure we still plan for support and challenge, a tiered progression of tasks are available to all through our 'Chilli Challenges'.

Whilst continual feedback is given throughout the lesson as staff address misconceptions in the moment, some issues need revisiting to embed key learning. This forms the focus for the revisit part of the following session. Staff then plan additional intervention activities to address any emerging misconceptions.

Across the school, we have developed an assessment booklet which tracks the children's ability to recognise graphemes, orally blend and blend words appropriate to the current phase, as well as reading tricky and high frequency words. This booklet follows the children through school as it assesses each phase.

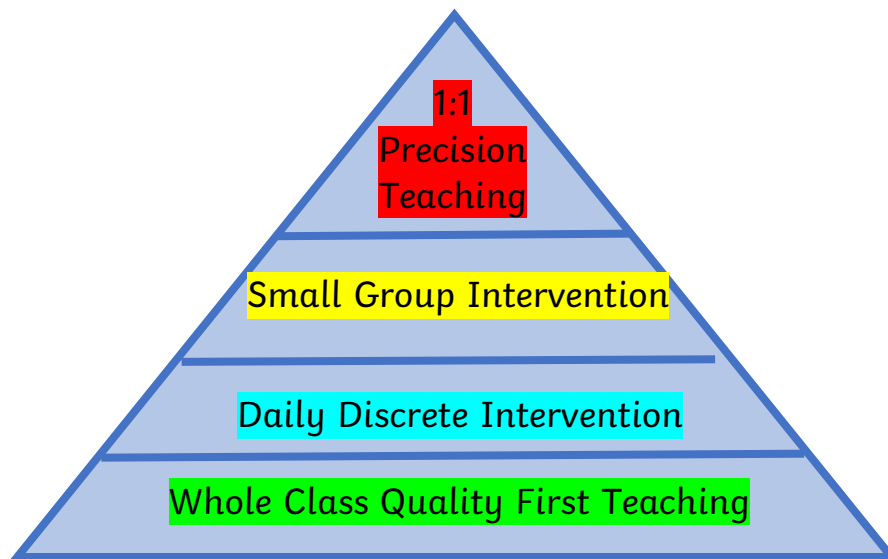
In EYFS, summative assessments take place at the end of each half term, as content is taught rapidly. A baseline assessment is conducted at the beginning of the year. Phase 2 is assessed at the end of Autumn 1. Phase 3 is assessed in Spring 1 and phase 4 is assessed in Summer.

Year 1 focus heavily on Phase 5, which has a substantial amount of coverage. They therefore 'chunk up' Phase 5 into Parts A, B and C and assess the sections after they've been taught, using the assessment booklet and practice phonic screening papers to help prepare the children for their official screening in the Summer Term.

These assessments are used to inform planning and to identify children who require **Springdale Phonics Catch Up Programme**. The trackers also enable staff to select appropriate 'Learn to Read' books for the individuals to read in school and at home. The texts are all phonetically plausible and include words that are appropriate to the individual's phonic stage. Children only take home books they are comfortable with and contain sounds that they have been taught. This provides an opportunity for the learners to embed and apply the taught graphemes and supports them in becoming confident and fluent readers.

3b. Springdale Phonics Catch Up Programme

Springdale Phonics Catch Up programme follows a graduated structure. All children in EYFS and KS1 receive daily **Whole Class Quality First Teaching**. Some children will need additional opportunities to secure knowledge from the phonic sessions and will be targeted by staff to receive **Daily Discrete Intervention**. This is delivered through the use of regular flash carding and engagement in phonics across the wider curriculum. A small number of children will require further support and will need more tailored and specific intervention. They will have regular additional sessions where they will work in **Small Groups** on common gaps. For children with specific difficulties **1:1 Precision Teaching** will be planned and delivered based on gaps identified from summative assessments.



Phonics Intervention for the Lowest 20% of Readers

Springdale Phonics Catch Up Programme looks to mirror the structure of a phonic session, utilising the revisit, teach, practise and apply scaffold. Interventions are planned in response to the most recent formative and summative assessments.

This programme is designed for children who are not keeping up with the expectations for the scheme. They need targeted support within the phonics session as well as planned intervention in addition to their daily lessons. During the phonics session, these learners should be focused on to ensure they are fully participating and accessing the learning in a scaffolded way.

This programme is divided into two foci – **recognising graphemes** and **blending words**. Once the children have mastered recognising their GPCs, they need to apply this knowledge to blending them in words.

Supporting Children to Recognise Graphemes

Use the Springdale Phonics Assessment tracker to identify children who are not secure in recognising the age expected graphemes. Select one grapheme to focus on per session and continually assess how learners are accessing this. If the children need further opportunity to revisit this grapheme, build it into their intervention timetable.

The children need repeated practise of recognising graphemes to gain fluency and aid automatic recall of GPCs. As soon as children have mastered recognising their first set of phase 2 graphemes (s, a, t, p) they need to move on to practising the skill of letter blending.

Supporting Children to Blend

The children in this intervention will be secure in recognising the GPCs but cannot blend them yet. If children have acquired sets of GPCs but not all of them, teachers could choose where to start them on the programme in accordance with their known graphemes. These children should also be receiving intervention to develop their recognition skills.

The programme follows the **Springdale Phonics Overviews**. The sessions follow the order of sounds taught within the whole class sessions. New GPCS are added incrementally each week as the children's confidence and recall develops.

Children are assessed using the **Springdale Phonics Catch Up Assessment Records** every 3-4 weeks. This data is inputted into the **Springdale Phonics Catch Up Assessment Tracker** so that teachers can identify whether the children need to revisit the previous block or are ready to progress to the next block.

The sessions take place for 10 minutes with an adult trained in Springdale Phonics. Please see the Springdale Phonics Catch Up Programme guide for further information.

3c. Ongoing Training

Ensuring our approach is consistent and current

High-quality training is an essential element of our phonics programme and is key to ensuring it is effectively implemented with fidelity and consistency. Subject leaders, and those delivering phonics teaching, receive continuous professional development in assessing children's progress and supporting children who are at risk of falling behind the expected pace of the programme.

Annual training is delivered to all teaching and support staff by subject and senior leaders. Staff who are leading the sessions are in receipt of regular phonic training from HAMWIC Academy Trust. The session outlines the programme's intent, implementation and expected impact. It aims to ensure there is a consistent approach to delivering the core content and that staff have the most up-to date knowledge on how to plan, deliver and assess high-quality phonics lessons.

Terminology

Phoneme	Phonemes are the smallest unit of speech - sounds which make up a word. If you change a phoneme in a word, you would change its meaning. For example, there are three phonemes in the word sit /s/-/i/-/t/. If you change the phoneme /s/ for /f/, you have a new word, fit . If you change the phoneme /t/ in fit for a /b/, you have a new word, fib - /f/-/i/-/b/.
Grapheme	Graphemes are the written representation of sounds - the letters.
Digraph	A grapheme containing 2 letters that makes just one sound, eg /sh/ in shop or /ch/ in chip.
Trigraph	A grapheme containing 3 letters that makes just one sound, eg /air/ in pair or /igh/ in night.
Split digraph	A grapheme containing 2 letters but are separated by another sound, eg 'ae' in make is separated by the sound /k/ so it is split /a-e/.
Oral Blending	Oral Blending - Hearing a series of spoken sounds and merging (blending) them together to make a spoken word - no text is used. For example, if someone says touch your f/ ee /t you will touch your feet
Blend	The process of putting individual sounds together to read a word, eg sh-o-p, shop.
Segment	The process of breaking a word into individual sounds to spell a word.

S	Sound buttons	Teachers might use these under words to indicate whether the sound is a single letter sound (dot) or a digraph/trigraph (dash) to help children to blend the sounds correctly in the word, eg shop.
	Phoneme Fingers	Children are encouraged to sound out unfamiliar words, tracking the phonemes on their fingers. This is a strategy used to support children to segment unfamiliar words. It helps them to hear, sequence and count all the phonemes in words to encourage accurate spelling.
	Vowel	A vowel is a speech sound that is made without significant constriction of the flow of air from the lungs. There are 5 vowels in the English alphabet a, e, i, o, u
	Consonant	A consonant is a speech sound that is not a vowel. It refers to letters of the alphabet that represent those sounds.
	Consonant Blend	A consonant blend in a word is a group of consonants with no vowels between them eg. sp in spend gr in grow str in string
	Grapheme-Phoneme Correspondence	The skill of being able to match the phoneme (letter sound) to the grapheme (written letter) and vice-versa.

How can Parents help at home?

EYFS

- Communication and language skills play a big part in your child's reading development. Immerse your child in rich language, don't be afraid to use big words with them. Talk to them regularly and encourage them to speak in full sentences, modelling the correct pronunciation and grammatical phrasing if they get muddled.
- Encourage your child to tune into sounds in the environment and discuss what you can hear.
- Your child needs to be able to hear sounds in order, try giving them instructions where they have to put the sounds back together (orally blend) eg put your c-oa-t on.
- Share stories as much as you can, the greatest gift you can give a young child is a love of reading. The more they read, the more they'll know and the more familiar they will become with letters and sounds!
- Look for letters in the environment, on signs, in shops, around the house! Anywhere!
- Refer to the 'Learning News' coming home to see which sounds the children have been learning at school and focus on identifying them in stories.
- Practise your rainbow words – once your child can learn to read these tricky words by sight it will help them to develop their fluency.
- Hear your child read their phonically decodable book 5 times a week and record in their home school reading records. The difficulty of these books will progressively increase as their phonics knowledge develops.

Year 1

- Listen to your child read 5 times a week and record this in their home reading record. Continue to read to your child regularly to build upon their love of reading and introduce them to new vocabulary.
- In Year 1, most children will be confidently blending and segmenting words. They will be sent home with reading books, which reflect the sounds that they have learnt. The more they can practise reading these words at home the more confident they will become in recognising the different ways we can make the sounds.
- Practise your spellings containing the focus sounds for that week – try writing them in different ways.
- If they are struggling with sounding out a word, ask them to use their sound buttons or to see if there are any digraphs/trigraphs in a word e.g. in toy there is oy.
- When writing encourage your child to sound out and to think about which sounds they might need to use. Play games which involve finding things which contain that sound.
- Look for sounds in words on everything & anything!
- Make games together, use phonics play or letters and sounds websites for games, play hide and seek sounds, write silly sentences with the words sent home, create alien words with the sounds in, encourage child to teach their toys sounds.



Year 2

- Most children will now be confident with each of the different phonemes and graphemes and the alternative ways they can be written and pronounced. They will now be sent home with books which contain a wide variety of sounds, suffixes and compound words.
- When reading these books with your child, encourage them to sound out unknown words using the skills they have learnt in previous years e.g. sound it out, look for any digraphs or trigraphs (any sounds that go together). Encourage them to split up longer words making the parts they need to sound out smaller.
- Read the same story again and again to expose the children to the phonics level they are at. This will build speed and fluency with reading.
- Attend any phonics meetings to learn about this.
- For writing, if they are unsure of the spelling, encourage them to try the different sounds they know to see if they can work out which is the correct one to use.

KS2

- Support children with their weekly spellings. Discuss the graphemes. Consider what other words use the same graphemes.
- When prefixes and suffixes are taught, support by discussing the meaning of the prefix and suffix and how it changes the meaning when added to a root word.
- Encourage children to sound out unfamiliar words when they're writing, using their knowledge of phonics and grammatical rules

Continuing Phonics into KS2

Whilst many children will be secure in their knowledge and application of Letters and Sounds by KS2, for some phonics may still be a challenge. All children learn at different speeds and at Springdale we understand that some children may need a little extra support when it comes to phonics. Through our embedded transition programme between KS1 and KS2 and regular assessments, children who may need extra phonics are identified early and targeted support is put in place, either in the form of 1:1 support or small group work. The phonics programme which we use means that we can closely monitor the children's progress and adapt the teaching to meet the needs of every individual.

How do I pronounce the sounds?

Please see the Pronunciation Guides.

Phase 2 - <https://www.youtube.com/watch?v=DIpcAhxNSU4>

Phase 3 – <https://www.youtube.com/watch?v=vU2vWZKS7rY>

digraphs focus <https://www.youtube.com/watch?v=m8Q0BaUaqrI>

Phase 5 - <https://www.youtube.com/watch?v=R3S5sJw7MfI>

Useful Web Links

<https://www.phonicsbloom.com/>

<https://www.phonicsplay.co.uk/Phase2Menu.htm>

<https://www.bbc.co.uk/cbeebies/shows/alphablocks>