



Phonics (Lesley Clarke's Letters and Sounds)

Intent

At Chenies, we strongly believe that developing children's reading skills is fundamental to education and that it enables children to gain access to and thrive in all areas of the curriculum.

We use a systematic approach to the teaching of synthetic phonics to enable children to develop secure reading and spelling skills. It is proven that high quality phonics teaching is the best way to teach children to read, 'the EEF considers phonics to be one of the most secure and best-evidenced areas of pedagogy, recommending all schools use a systematic approach to teaching it.

At Chenies, we use the DfE validated systematic synthetic phonics programme, Lesley Clarke's Letters and Sounds to deliver high-quality phonics in the Early Years, KS1 and in KS2 in small, targeted groups to support children who still require support with learning to read.

Aims

- To provide children with high-quality synthetic phonics lessons to enable them to develop fundamental reading skills and become fluent and confident readers, once phonics knowledge and skills have been successfully mastered.
- To develop children's phonological knowledge of grapheme-phoneme-correspondence and their ability to put sounds together (blend) in order to accurately read words and to break up (segment) words in order to spell them.
- To reinforce that segmenting is the reverse process of blending.
- To provide the children with effective strategies and resources to support them with the application of their phonics knowledge when they are writing in other subject areas such English, Reading comprehension and Guided Reading sessions.
- To develop fluency and accuracy in reading across a wide range of contexts throughout the curriculum.
- To develop a love of reading and the ability to explore a wide range of genres including poetry.
- For children to be able to make links to their own experiences and other subjects within the curriculum and encourage excellent comprehension of texts.
- To promote and have a deeper understanding of extensive and rich vocabulary through exploring a wider range of texts.

Beginner readers should be taught

The more graphemes children learn to read and write, the more words they will be able to read and spell, and, as they decode unfamiliar words, they encounter new vocabulary.

Our teachers implement a multi-sensory approach in the teaching and learning of phonics, which enables the children to learn from visual, audio and kinaesthetic activities to:

- become more fluent and confident readers who develop the key phonetic knowledge needed for reading.
- become independent learners.
- be able to articulate themselves more freely and have a deeper understanding of vocabulary.
- make links between the skills learned in English and other subjects within the curriculum and understand that education is a fluid process.

Implementation

We provide pupils with planned daily discrete phonics sessions in Reception to Year 2 that follow the sequence of teaching set out in 'Lesley Clarke's Letters and Sounds'. This provides consistency in the knowledge pupils are taught and clear progression of skills across the phonics phases and year groups.

Lesley Clarke's Phonics lessons reinforce the 26 letters of the alphabet and explicitly teach the children the 44 distinct sounds (phonemes) that the letters (graphemes) represent in a systematic way.

Lesley Clarke's Letters and Sounds applies a synthetic phonics approach to the teaching of phonics, teaching the children that each alphabet letter has its unique sound. Children will be encouraged to listen and respond to the teacher as they are taught each grapheme and the sound that it makes, and will have daily opportunities to revisit prior learning and develop new learning. As soon as they have understood this concept, the children are progressively taught the following core concepts; that there are times when two or three letters can come together to make a new sound e.g. **s**at, **m**ad, **b**in; that a sound can be represented in many ways e.g. **sh**in, **nigh**t; and that a group of letters can represent different sounds e.g. **cl**ay, **ch**ain.

Once the children are taught the first 6-8 graphemes of the programme, they will be taught to decode (break) words up into separate sounds, which they then blend together to read words and then to identify the sounds in words and match each one with a letter to spell words.

The sequence of letters taught using our chosen phonics programme, introduces children to the most common graphemes in order for them to become familiar with them and learn frequent and useful pairing of graphemes in words using the letters '**satpin**'.

Every lesson follows a simple, consistent approach providing children with regular routines that promote independent, resilient and confident learners. The four-part teaching sequence (review, teach, practise and apply) aims to quickly develop grapheme-phoneme-correspondence, word recognition and spelling.

Reception

During the year your child will learn one grapheme (letter or groups of letters) to represent each of the 44 sounds in English. They will learn to read and spell words containing these graphemes, as well as some common words containing 'tricky' bits. The section below outlines the learning in each term, but please remember that some children will progress through the programme at a faster rate and others more slowly, so this is just a guide.

Autumn Term (Phase 2):

- how to listen to a sequence of 2/3 sounds and put them together to make a word.
- how to break a word down into 2/3 small sounds.
- the sounds represented by the single letters of the alphabet and 'qu'.
- the sounds represented by these graphemes: ck, ll, ss, ff, zz.
- how to read and spell words with 2/3 sounds containing the graphemes listed above eg hill, cat, duck.
- how to read these tricky words: to, the, no, go, l, he we.
- how to spell these tricky words: the, to.
- to begin to read words ending in 's' eg cats.
- to begin to read words with more than one syllable.

Spring Term (Phase 3+):

- the sounds represented by these graphemes: ai (in rain), ee (in see), igh (in night), oa (in coat), oo (in moon), oo (in book), ar (in car), or (in fork), ur (in hurt), ow (in cow), oi (in coin), ear (in hear), air (in chair), er (in longer).
- how to read and spell words with 2/3 sounds containing the single letters and graphemes listed above.
- how to read these tricky words: she, me, be, was, my, you, they, her, all, are.

- how to spell these tricky words: I, no, go.
- how to read words ending in 's' and 'es' eg coins, foxes.
- the names of the letters.

Summer Term (Phase 4+):

- the sound represented by 've' (in have, live).
- how to read and spell words with 4/5 sounds containing the single letters and graphemes listed above eg frown, string.
- how to read these tricky words: said, so, have, like, some, come, were, there, little, one, do, when, out, what.
- how to spell these tricky words: he, she, we, me, be, was, you, they, all, are, my, her.
- how to read words ending in 'est' & 'ed' eg softest, jumped.
- how to read contractions ending in n't, 've, 'll (in didn't, we've, I'll)

Year 1

During the year your child will learn a range of other graphemes (letter or groups of letters which represent a sound) for each of the 44 sounds in English and will start to learn some rules to help them choose the correct grapheme for a sound when spelling words. They will also be taught that some graphemes can represent more than one sound. They will learn to read and spell words containing these new graphemes, as well as some more common words containing 'tricky' bits. The section below outlines the learning in each term, but please remember that some children will progress through the programme at a faster rate and others more slowly, so this is just a guide.

Autumn Term (Phase 5):

First half:

- the sounds represented by these graphemes: ie (in tie), ue (in blue and fuel), oe (in toe), i-e (in time), o-e (in home), e-e (in these), a-e (in name), u-e (in tune), ay (in day), ou (in loud), ea (in sea), aw (in saw), ir (in girl), ew (in chew and new), oy (in boy), au (in fault), ey (in key), wh (in which), ph (in phone).
- how to read and spell words containing the graphemes listed above.
- how to read these tricky words: oh, their, called, asked, people, looked, Mr, Mrs.
- how to spell these tricky words: said, so, like, have, were, there, some, come.

Second half (Phase 5b):

- the different sounds which these graphemes can represent: a (in cat, acorn, was, bath), e (in bed, being), i (in lid, kind), o (in hot, old), u (in cut, uniform, put), ow (in crowd, snow), ie (in tie, field), ea (in sea, bread), er (in longer, term), y (in yes, try, plenty, cylinder), ch (in chips, school, chef), c (in cat, city), g (in get, gel), ey (in key and grey), le (in candle), ou (in loud, shoulder, group).
- how to read and spell words containing the graphemes listed above.
- how to read these tricky words: water, again, because, who, laughed, work, please, different, friends, where, many, any, mouse, eyes, once, thought, through.
- how to spell these tricky words: when, what, do, one, out, little.

Spring and Summer Terms (Phase 5c):

- the sounds represented by these graphemes: oul (in would), a (in wall), al (in walk), our (in your), or (in work), ear (in learn), tch (in stitch), dge (in badge), ge (in large), se (in noise), ze (in freeze), ce (in prince), se (in purse), st (in listen), gn (in sign), kn (in know), o (in won), al (in half), are (in square), ear (in bear), eer (in cheer), ere (in sphere), mb (in thumb), wr (in write).
- the following endings: ture (in picture), tion (in invitation), ssion (in mission), sion (in division), sure (in measure)
- how to read and spell words containing the graphemes listed above.
- how to choose the correct grapheme for a sound when spelling words.
- how to spell these tricky words: Mr, Mrs, people, oh, looked, called, asked, their.

How will my child remember the sounds represented by each letter/groups of letters (graphemes)?

The programme provides memory aids (called mnemonics) to help the children read and write each grapheme. When learning the sound represented by a single letter, an image is provided in which the letter is made to look like an object that starts with the sound that letter represents (eg cat represents the /c/ sound). A simple story linked to the object teaches the children how to form that letter (eg to form the letter 'c' they stroke the cat from head to tail).

For all the reception graphemes which contain more than one letter and the first set of new graphemes in Y1, the 2/3 single letter images are combined with a story which links them and provides the sound the grapheme represents.

Tricky words

A tricky word is presented to the children initially with the tricky grapheme(s) in a different colour. The children still sound the word out, but have to remember the grapheme(s) in a different colour do not make their usual sound.

The programme provides a memory aid (called a mnemonic) to help the children spell each tricky word. This includes the word they are learning to spell. The mnemonics may be a song or a catchy sentence or something visual.

How will my child learn to choose the correct grapheme for a sound when they are writing words?

The children learn which grapheme is the 'best bet' when representing each sound at the beginning/middle or end of a word and this information is recorded on 'best bet train cards'. Children are encouraged to use the 'best bet' rules to select the most likely grapheme and check to see if it looks right. Spellings will be phonetically plausible at this stage (not 100% accurate). Children will continue to practise using the 'best bets' when spelling words in Y2 and into KS2.

Read books with words

Children start reading books with words as soon as they can do both of these things:

- Recognise the sounds represented by some of the single letters of the alphabet.
- Hear 3 sounds and put them together to make a word (eg hearing c-a-t and putting the 3 sounds together to make 'cat').

We will be working hard to get your child to this point, and we may ask you to help with this if your child needs a bit of extra practice. Please do not panic if you see other children bringing home books with words and your child isn't. It would be counterproductive to ask your child to try and read a book if they do not yet have the knowledge/skills to do this – they could decide that reading is something they find hard and don't want to do and then it may be difficult to encourage them to practise their reading at home. None of us would want this - we would rather wait until your child is ready, so they have enjoyable and successful reading experiences both at school and at home.

Until they are ready to read 'books with words', your child will be reading textless books. These still develop their comprehension skills, as well as their ability to tell a story in their own words - both of which are important.

Which books will my child be reading?

Children will be reading a variety of good quality fiction, non-fiction and poetry texts matched closely to their progression through the phonics programme. Your child will have been taught all the graphemes and tricky words in the texts they are reading.

Further information, including how you can support your children with Phonics and Early Reading at home

can be found at <https://www.lesleyclarkesynteticphonics.co.uk/index.php/parents/366-information-for-parents-carers-of-children-in-schools-using-lesley-clarke-s-letters-and-sounds-programme>

Impact

Through the teaching of systematic phonics, our aim to provide children with the body of knowledge that is necessary for pupils to learn to read and spell. Children can then focus on developing comprehension and greater fluency throughout the rest of school.

Assessment

Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.

Teachers and learning assistants leading phonics sessions are constantly assessing the progress of individual children within a session or series of lessons and making adaptations to teaching or interventions based on this assessment.

Observations and records of the children reading during one to one and group reading sessions evidence pupils' progress in reading in their ability to directly apply the skills of decoding words into individual sounds and accurately blend them together to read words. This includes alternative spellings and pronunciations of graphemes. As the children move throughout the phonics programme, it is clear to see the progress that they have made in their ability to read books containing tricky words, which they have, been taught in a fluent and confident manner, rereading to develop further fluency and for pleasure.

Statutory Assessment

Children in Year 1 take part in the Phonics Screening Check. Any child not reaching the expected mark will have another opportunity to take part in the check in Year 2.