

PHONICS AT THRIFTWOOD SCHOOL

Intent

Children are taught to read and recognise GPCs in order to read and function in daily life.

Implementation

At Thriftwood we use Bug Club as a validated Systematic Synthetic Phonics (SSP). In addition to this, we supplement Phase 1 with Twinkl Phonics – an extended phase programme. It is taught explicitly in KS2 for a minimum of 3 sessions per week. KS2 learners are taught according to their ability in streamed groups and will be taught following the sequence outlined in the Bug Club Scheme (supplemented with Twinkl Phonics for Phase 1). Foundation Growth Pathway learners in KS3 are taught Phonological Awareness skills following the Bug Club teaching sequence. The learners at Thriftwood will not always maintain the intended pace of learning and lessons will be adapted to suit their needs. The lesson structure and activities are adapted to accommodate individual pupil's physical and cognitive ability. Our phonics scheme is delivered through a range of multisensory approaches.

Lessons follow the same structure for each GPC ensuring the cycle of Review, teach, practice, apply assess.

Within a weekly sequence of lessons you would expect to see:

Phase 1

Children who are not yet ready to access learning GPCs are delivered lessons that focus on the skills outlined in Phase 1. The students at Thriftwood School need additional time to develop these skills, more than is planned for within the Bug Club Scheme. Twinkl SSP is used to supplement and support the delivery of Phase 1 aspects.

The Phase 1 skills are broken into 7 aspects:

Aspect 1 General Sound Discrimination – Environmental Sounds

Aspect 2 General Sound Discrimination Instrumental Sounds

Aspect 3 Body Percussion

Aspect 4 Rhythm and Rhyme

Aspect 5 Alliteration

Aspect 6 Voice Sounds

Aspect 7 Oral Blending and Segmenting

Each lesson rotates the focus, with lessons planned to ensure full coverage. Adaptations are made to the resources/lessons to ensure developmental age is considered for maintaining engagement. The early sequences of lessons focus on aspects 1-6, with aspect 7 of blending and segmenting introduced once the earlier skills are acquired. Continuous assessment is made to monitor progress of each aspect, and sequences adapted to support filling in the gaps.

Phase 2

Alphabet letter names and ordering activity or song.

Focus on a sound for the lesson or week (depending on pace of learners)

SOUND - Introduce the GPC – Teacher modelling the sound and recognising what it looks like and finding it in words. This may include use of visuals, objects, practising forming the letter.

READING – Teacher to model segmenting and blending words on Bug Club IWB. Although our children recognise the sounds, blending is a more difficult skill. Additional time may need to be spent modelling, practising and applying this. E.g. use of flash cards, objects of reference, visuals

SPELLING – Teacher to use the words/images to ask children to spell the word on whiteboards. Check the spelling using Bug Club IWB. Children may need additional time here using phoneme frames, whiteboards to embed the learning.

FOLLOW UP – Using photocopiable sheet for the GPC taught. This can be used as an assessment of assimilation. Teachers can use this to support additional follow up for those who are identified as needing it.

Further time may be spent following on from teacher assessment to consolidate and practise applying the sounds learnt. Learners at Thriftwood will often need repetition and over learning opportunities to retain new information.

Irregular words begin being taught after pupils are secure in Phase 2 unit 2. These are taught within the weekly sequence of lessons. Frequent revisiting of words allows learners opportunity to retain the learning.

Foundation Growth Pathway children in KS3 need to consolidate their phonological awareness skills. Many of them have gaps within their knowledge and application of sounds. Lessons are taught following the teaching sequence of Bug Club including irregular words. Lessons are then adapted to focus on the learning needs with age appropriate repeated and practical activities.

In addition to the lesson taught, children will be sent home a reading book that is decodable to the level they have been taught as identified on the Bug Club scheme. Parents will also be notified of the sound their child is learning. Books should also be allocated online for children to access at home.

After the reading lesson has been taught, an additional reading session will take place led by an adult. Children will focus on the GPC taught and read this in a Bug Club book linked to that unit.

IMPACT

Continuous assessment sheets are completed for those within the Phase 1 group. Formal GPC recognition takes place termly to monitor progress.

Phonics lead will monitor progress of pupils each term. Additional or separate interventions will be offered as needed. As pupils progress into KS3 teachers will assess and use the most appropriate method to teach reading. This might include Units of sound, Toe By Toe, 5 Minute Box to build on their early phonic skills.