



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 SSP. Phonics is taught explicitly in KS2 for a minimum of 3 sessions per week. Children are taught according to their ability in streamed groups and will be taught following the sequence outlined in the Bug Club Scheme. The children at Thriftwood will not always maintain the intended pace of learning and lessons will be slowed and 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 strategies including VAK activities.

Lessons follow the same structure for each GPC.

Lesson 1:

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

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.

Lesson 2:

SOUND – repeat above.

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.



Lesson 3 is a 4-week cycle of language and irregular words. This is taught from the unit before as not all sounds in the current unit will have been taught.

Irregular words

READING – Teacher to use Bug Club IWB to introduce and practise the words.

SPELLING – Teacher to use Bug Club IWB to practise spelling the words.

Additional activities/games may also be used to embed the learning e.g., spot the missing word, flash cards, bingo etc.

Language Session – applying sounds learnt in previous units.

READING – reading the captions/short sentences.

SPELLING – spelling on whiteboards and IWB

WRITING – on whiteboards/IWB

Week 3 and 4 interactive games on Bug Club

A 4th phonics session is delivered within the week, which focuses on applying the GPCs they have learnt in games and other practical activities. These can be taught using a range of approaches including outdoor activities, ICT games, Interactive whiteboard, sensory play among other activities.

NB – WRITING section of Bug Club has already been covered during the other sections of the delivery of the GPC. Use this to model how to write the letter.

In addition to the specifically taught content, regular revisits during early morning work and other opportunities throughout the day are offered so that the phonics is evident every day.

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 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.

IMPACT

Assessment unit games are used once a week to enable pupils to apply their learning and staff to assess confidence levels. Continuous assessment sheets are completed for those within the Phase 1 group. Formal GPC recognition takes place termly and is recorded on our online assessment program.

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.